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ABSTRACT

Addressing the need to expand nontraditional opportunities for students in vocational education, this document contains three separate training packages intended for use in inservice and preservice training of vocational teachers, counselors, and administrators. The focus of each package is reflected in each of the following titles: "Approaches to Expanding Nontraditional Opportunities for Vocational Education Students"; "Barriers to Expanding Nontraditional Opportunities for Vocational Education Students"; and "Legislation Addressing Equal Opportunity in Vocational Education and Employment." Emphasis is on opportunities for secondary and postsecondary students, primarily women. Each package is designed to stand alone as a training aid or to be used in a sequence. Training packages are intended to serve as an outline and/or scripts for training leaders and as texts for the program participants. Following the textual material each part contains a list of suggested questions and activities to be conducted by the trainees. Transparency masters which cover the key concepts contained in all the packages are included as an aid to the instructor. (BM)

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ED145136

EXPANDING NONTRADITIONAL OPPORTUNITIES

IN

VOCATIONAL EDUCATION

Developed by

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JUNE, 1977

This set of training packages was prepared under provisions of a grant from the U.S. Office of Education, Bureau of Occupational and Adult Education, through the Maryland State Department of Education, Division of Vocational-Technical Education.

The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, or the Maryland State Department of Education, and no official endorsement should be inferred.

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ACKNOWLEDGEMENTS

This set of three training packages was developed under provisions of a grant from the U.S. Office of Education, Bureau of Occupational and Adult Education, through the Maryland State Department of Education, Division of Vocational-Technical Education. Concepts and ideas contained in these packages have been gleaned from a host of agencies, institutions, groups, and individuals.

The project staff is grateful to the project planning committee which assisted in so many ways, to the project officer, Dr. Rose Mary Bengel, for her comments, suggestions, and encouragement throughout the duration of the project, and to others who were interested enough to contribute their time and thoughts.

These training packages are particularly timely given the recent enactment of Title II of the Education Amendments of 1976 which stresses the need to eliminate sex stereotyping and sex bias from vocational education. The packages were developed with the user in mind, and we trust will prove helpful in creating equal opportunities for all students, of both sexes, in vocational education.

As anyone who has been responsible for directing a developmental project well knows, the staff assigned to carry out the work determines the quality and success of the venture. In particular, I want to note the continuing contributions of Denise A. Pierce, who organized and managed the project as co-project director, of Michael W. Brown, whose research, analysis, conceptualization, and writing made the training packages what they are, of Frances L. Courtney, who always seems to know what needs to be done next, of Geraldine G. Nyland, whose assistance has contributed to the quality and success of the total project, and of Joanne Primavera, an EPDA Intern who assisted the project in countless ways over several months. While the staff has been largely responsible for the development of the training packages, I take full responsibility for the content of what has been included in the text.

Mary L. Ellis
Project Director

June, 1977

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EXPANDING NONTRADITIONAL OPPORTUNITIES IN VOCATIONAL EDUCATION

This document contains three separate training packages which are intended for use in in-service and pre-service training of vocational educators - teachers, counselors, and administrators. All of the packages address the need to expand nontraditional opportunities for students in vocational education, but each package focuses on a different aspect of this need.

The focus of each package is reflected in each package title.

- APPROACHES TO EXPANDING NONTRADITIONAL OPPORTUNITIES FOR VOCATIONAL EDUCATION STUDENTS
- BARRIERS TO EXPANDING NONTRADITIONAL OPPORTUNITIES FOR VOCATIONAL EDUCATION STUDENTS
- LEGISLATION ADDRESSING EQUAL OPPORTUNITY IN VOCATIONAL EDUCATION AND EMPLOYMENT

As a group, these three packages describe the steps that may be taken to expand the vocational options of students - primarily women, the problems that may have to be overcome in doing so, and the legislation that calls for steps to be taken and for problems to be overcome.

It is not necessary, however, for these packages to be presented as a group. Each package has been designed to stand alone as a training aid. Because of this "stand alone" approach to the design of the packages, some of the concepts and information items appear in all three packages. In training situations in which the three packages are presented in sequence, the reiteration of these important concepts and items should serve as reinforcement for trainees' understanding of them.

The training packages are designed to serve as an outline and/or scripts for training leaders, and as texts for training program participants. While the introductory section of each package is directed to training leaders, it contains information that should be of interest to trainees as well.

APPROACHES TO EXPANDING NONTRADITIONAL OPPORTUNITIES FOR VOCATIONAL EDUCATION STUDENTS

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INTRODUCTION

This training package is intended to help vocational educators - teachers, counselors, and administrators - acquire an understanding of the need to expand nontraditional opportunities for students in vocational education, and in understanding of some of the ways in which the expansion of nontraditional vocational opportunities may be encouraged.

Although the package contains a number of specific suggestions for action on the part of vocational educators, it is not intended to be a "cookbook" for the design and implementation of an expanded nontraditional vocational effort. Rather, the package is intended to present trainees with a way of looking at the need for expansion of nontraditional opportunities for all students, a way of looking at the scope of an expansion effort, and a way of looking at the roles that they may play in such an effort.

The package is designed to move trainees, in a steady progression, from the question of "why" expand nontraditional opportunities in vocational education. through the question of "how" to expand nontraditional opportunities in vocational education.

The package does not cite the legislation that addresses equal opportunity in education and employment, nor does it cite the prohibitions against sex stereotyping and bias contained in the current vocational education legislation. The package does present approaches to exposing students to nontraditional vocational opportunities that embody the intent of the current legislation.

The focus of this package is on expanding nontraditional opportunities for vocational education students at the secondary and postsecondary level. It does not specifically address the special needs of adult women or men who may wish to expand their vocational options into nontraditional areas. Even so, many of the approaches to expanding nontraditional vocational opportunities which are contained in this package should be useful to vocational educators who are, or who will be, responsible for working with adults.

ORGANIZATION OF PACKAGE

The information in this training package is presented in three major parts:

- PART I: A Rationale for the Entry of Women in Traditionally Male-Dominated Occupational Fields in the Labor Force
- PART II: The Identification of Occupational Fields Likely to Offer the Greatest Opportunities for Both Men and Women
- PART III: Approaches to the Recruiting of Students for Nontraditional Vocational Areas

Each of these parts is divided into lettered sub-parts which contain major concepts and/or categories of information.

Each of the sub-parts is further divided into numbered paragraphs or groups of paragraphs which contain individual ideas and/or information items.

The titles of the numbered paragraphs are presented in the margin to the left of the paragraph. These titles contain key words describing the idea and/or information contained in the paragraphs.

This package is designed to be used as an outline and/or script for training leaders, and/or a text for trainees.

Questions and Activities

Following each of the three major parts of this package is a sheet containing questions to be answered and/or activities to be conducted by trainees. These questions and activities are intended to serve as a check on the understanding of the concepts and information that have been presented in the part, and as reinforcement for the understanding of the concepts and information.

In some cases, the questions and activities address specific concepts and information contained in the part. In some cases, the questions and activities ask trainees to project their thinking beyond the specifics covered in the part.

How these questions and activities are used, and whether they are used, is optional in each training situation. Training leaders may opt for questions or activities to be approached by individuals or by groups. Training leaders may also opt for questions or activities to be structured or unstructured. If used in a structured manner, they may serve as an assessment of individual or group progress in training.

Transparencies

In presenting this training package, transparencies may be used with an overhead projector to call trainees' attention to some of the key concepts and information items contained in the package.

Throughout the package, the points at which transparencies may be used in conjunction with the material being presented are indicated. The transparency numbers given correspond to transparency masters contained in a section at the end of the package. These masters may be used by training leaders to produce the transparencies to be projected.

The transparency masters do not contain any information that is not covered in the same or similar form in the text of the training package. Therefore, while the use of transparencies can strengthen the presentation of the package, their use is optional.

It should be noted that Transparency Master I provides an overview of the three major parts of the package. A transparency made from this master may be

projected at the beginning of the presentation of this package to provide trainees with an overview of the overall training program to follow.

Notes

Numbers in parentheses found at various points throughout the training package refer to notes listed at the end of the package. These notes describe the sources from which statistical data and other information have been drawn for the package, and also describe the publications from which additional related information may be obtained by interested training leaders or trainees.

USE OF OTHER TRAINING RESOURCES

Over the past several years, publishers, film producers, government agencies and other organizations have been producing print and audio-visual materials which cover the topics of equality of opportunity in education and employment in general. Many of these materials deal with problems of sex stereotyping and bias, and many also deal with workers in nontraditional occupational fields.

Training leaders should consider the use of films, slide-tape presentations, brochures, and pamphlets to supplement and underscore the concepts and information contained in this training package. The package does not require the use of any additional print or audio-visual materials, but a training program may be enhanced by the use of interesting and relevant materials of good quality.

Resource persons may also be used to supplement and underscore the points made in this training package. Experts in the areas of equal education and employment opportunity are certainly nice to have, but valuable inputs to a training program can also be made by vocational educators who have had experience in recruiting or working with nontraditional students, by employers of women or men in nontraditional occupations, and by students in nontraditional programs. Again, the package does not require the use of resource persons, but a good resource person can add to the interest and the impact of a training program.

DEFINITIONS OF SOME IMPORTANT WORDS

This training package addresses, in general, the need for equality of opportunity in vocational education and employment, the need to overcome sex stereotypes and biases which limit equality of opportunity, and the need to encourage students' consideration of nontraditional vocational options. The terms used in this package are those with which most vocational educators are already familiar. Although it is unlikely that the words most frequently used in this package will have very different meanings to different trainees, it is well for training leaders and trainees alike to understand that the meanings intended for these words are in strict accordance with their dictionary definitions.

Some important words are the following:

- Equal: Alike in quality, nature, or status; alike for each member

or affect all persons or objects in the same, impartial way.

- Equality: The quality or state of being equal.

- Stereotype: Something conforming to a fixed or general pattern; a standardized mental picture that is held in common by members of a group, and that represents an oversimplified opinion, affective attitude, or uncritical judgment.

  Sex-role stereotypes are those in which specific societal roles are linked, and believed to be appropriate, to members of one sex or the other.

  Occupational sex-stereotypes are those in which specific occupations are linked, and believed to be appropriate, to members of one or the other sex.

- Bias: An inclination of temperament or outlook; a highly personal and unreasoned distortion of judgment; a prejudice.

- Discriminate: To make a difference in treatment or favor on a basis other than individual merit, or on a categorical rather than individual basis.

- Discrimination: The act of discriminating.

- Tradition: The handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instruction; an inherited pattern of thought or action; cultural continuity in social attitudes and institutions.

  Traditional occupations, in the context of this training package, are those customarily held by members of one or the other sex.

  Nontraditional occupations, in the context of this training package, are those not customarily held by members of one or the other sex.

A PERSPECTIVE ON STATISTICS

At various points in this training package, statistics describing the status of women in society, the positions of women in the labor force, and the position of women in vocational education are presented.

In considering the data presented in the package, training leaders and trainees alike should be mindful of one important point: We are not concerned here with statistics. We are concerned, rather, with the *people* these statistics represent.

PROGRAM EVALUATION

It is recommended that training leaders evaluate each training program conducted using this training package. The purpose of an evaluation is to determine

whether a program was a success in terms of training objectives *and* in terms of trainees' objectives. The results of an evaluation are also valuable in terms of planning subsequent training programs.

An evaluation need not be lengthy or complicated. A few simple questions can be directed to trainees' (1) understanding of the key concepts and information presented in the program; (2) ability and/or desire to take action on problems and ideas treated in the program; and (3) recommendations for improvements in the training program.

APPROACHES TO EXPANDING NONTRADITIONAL OPPORTUNITIES FOR VOCATIONAL EDUCATION STUDENTS

PART I: A RATIONALE FOR THE ENTRY OF WOMEN INTO TRADITIONALLY MALE-DOMINATED OCCUPATIONAL FIELDS IN THE LABOR FORCE

INTRODUCTION/OVERVIEW (Transparency 1)

Efforts to expand opportunities for students in nontraditional vocational areas should proceed from a sound rationale. All vocational educators should share an understanding of the fundamental reasons for the expansion of nontraditional opportunities in vocational education. In Part I, three reasons for the expansion of nontraditional vocational opportunities for women are offered.

- *In most cases, women, like men, must work to meet financial responsibilities as well as personal goals.*
- *Women have not been as successful as men in meeting these responsibilities and goals because they have been heavily concentrated in relatively few, relatively low-paying occupational fields in the labor force.*
- *If women are to succeed in meeting their responsibilities and goals, they must be prepared to move beyond the limits of the traditional, female-dominated occupational fields.*

A. WOMEN WORK FOR THE SAME REASONS THAT MEN WORK: TO MEET FINANCIAL RESPONSIBILITIES OF HOME AND FAMILY, TO ACHIEVE A SENSE OF CONTRIBUTION TO SOCIETY, TO ACHIEVE A SENSE OF PERSONAL FULFILLMENT

1. A Myth

A myth may be defined as a fiction or half-truth forming part of the ideology of a society; a notion based more on

tradition or convenience than on fact; a received idea.

A myth can be neutral, benign - or it can be harmful, destructive. Many of the myths present in our contemporary life convey ideas and values concerned with the role of women in society in general - and in employment in particular.

Consider the notion that work is optional for most women; that women work only to provide extra household income; that women work only to afford luxuries for themselves and their families.

This is a fiction, a notion based more on tradition and convenience than fact. It is a myth - and a destructive one.

2. Why Women Work

The fact is that women are in the work force for the same reasons that men are there: to meet the financial responsibilities of maintaining a home and rearing a family; to realize the satisfaction of contributing to the goals of an organization and the society; to achieve a sense of personal fulfillment.

This is not to say that a sense of contribution or personal fulfillment is perceived by all women to be an inherent part of their work experience.

For many women, as well as men, the sense of contribution or fulfillment is often difficult to obtain in work.

There can be no doubt, however, that the need to meet financial responsibilities accounts for the presence of the majority of all women in the work force. (1)

- 23 percent of all women in the labor force are single; have never married.
- 19 percent are widowed, divorced, or separated.
- 26 percent are married to husbands whose annual income is less than $10,000 (which is approximately the Bureau of Labor Statistics estimate of income for a low standard of living for an urban family of four).

This means that a total of 68 percent of all women in the labor force are present because of economic need.

And the severity of that need can be seen in light of certain additional data.

- Approximately 13 percent of the families in the United States are headed by women.
- Well over half of these women family heads are in the labor force.
- Of these women in the labor force, nearly two-thirds

are the sole support of their families.

- Of these women in the labor force, about one out of five have incomes below the poverty level.
- Of the minority women family heads in the labor force, about two out of five have incomes below the poverty level.
- Of all the women in the labor force, approximately 38 percent have children under 18 years of age; approximately 14 percent have children under six years of age.

B. OPPORTUNITIES FOR WOMEN TO MEET FINANCIAL RESPONSIBILITIES AND ACHIEVE SOCIETAL AND PERSONAL GOALS HAVE BEEN LIMITED BY THE FACT THAT WOMEN HAVE BEEN CONCENTRATED IN RELATIVELY FEW OCCUPATIONAL FIELDS IN THE LABOR FORCE; THEY HAVE BEEN CONCENTRATED IN OCCUPATIONAL FIELDS IN WHICH EARNINGS ARE LOW.

1. The Problem of Concentration

Approximately 39,000,000 women are in the labor force - either employed or looking for work.

Of the 36,000,000 who are employed, over half (53 percent) are found in two major occupational areas.

- 35 percent are clerical workers.
- 18 percent are service workers (not including private household workers).

Most of the balance of the women in the labor force are employed in two additional areas. Over 16 percent are employed as professional and technical workers; over 11 percent are employed as operatives (not including transport equipment operatives).

2. The Problem of Representation

(Transparency 2) Concentration of employment is one dimension of the problem faced by women in the labor force. Representation is another. Women comprise over 41 percent of the total labor force, but are far from being fairly represented across all major occupational areas in the labor force. Women represent

- 97 percent of the private household workers
- 78 percent of the clerical workers
- 63 percent of the retail workers

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- 58 percent of the service workers
- 41 percent of the professional and technical workers
- 30 percent of the operatives
- 19 percent of the managers
- 17 percent of the nonretail sales workers
- 5 percent of the craft workers.

3. *Dominance of Occupations - Some Examples*

Within these major occupational areas in which women are concentrated, and in which women are heavily represented, the problem faced by women is brought into sharper focus.

Data from the 1970 Census of Population show us the following. (2)

CLERICAL

Within this area, women are dominant as

- bookkeeping and billing machine operators (89.6 percent)
- calculating machine operators (90.8 percent)
- keypunch operators (89.4 percent)
- secretaries (97.6 percent)
- stenographers (93.4 percent)
- typists (94.2 percent),

whereas men are dominant as

- computer and peripheral equipment operators (70.8 percent)
- insurance adjustors, examiners, investigators (74.4 percent)
- real estate appraisers (95.9 percent)
- shipping and receiving clerks (85.7 percent)
- stock clerks and storekeepers (77.6 percent).

RETAIL SALES

Within this area, women are dominant as salesclerks (64.8

percent), mainly in retail stores selling less expensive merchandise. Men are dominant as salesworkers (87.2 percent), responsible for sales of more expensive merchandise.

SERVICE

Within this area, women are dominant as

- child care workers (93.2 percent)
- food service workers (75.9 percent)
- hairdressers, cosmetologists (90 percent)
- health aids (83.9 percent)
- nursing aides (84.6 percent)
- school monitors (91.2 percent),

whereas men are dominant in public service occupations such as firefighting (98.8 percent) and law enforcement (constituting 95.9 percent of marshals and constables; 96.3 percent of police and detectives; 94.1 percent of sheriffs and bailiffs).

PROFESSIONAL AND TECHNICAL

Within this area, women completely dominate the health-related occupations, except for those of physician and dentist.

Professional occupations dominated by women include registered nurse, dietitian, speech pathologist and audiologist, occupational therapist, and physical therapist.

Technical occupations dominated by women include various categories of technicians (e.g., medical, dental, medical laboratory, occupational therapy, optometric, physical therapy) and technologists (e.g., medical, radiologic).

Outside of the health fields, men are dominant in most professional fields, and in most technical occupations, including

- computer programming (77.3 percent)
- drafting (92 percent)
- electrical and electronic engineering technology (94.3 percent)
- engineering and science technology (82.3 percent)
- mechanical engineering technology (97.1 percent)
- other nonhealth-related technology (98.2 percent)

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OPERATIVE

Within this area, women are dominant as

- dressmakers and seamstresses, except factories (95.7 percent)
- graders and sorters, manufacturing (54.4 percent)
- sewers and stitchers (93.8 percent)
- solderers (82.8 percent),

whereas men are dominant in most other occupational roles, including

- cutting machine operators (74.2 percent)
- delivery and route workers (96.9 percent)
- drill press operators (78.5 percent)
- grinding machine operators (94 percent)
- other precision machine operators (89.4 percent)
- truck drivers (98.5 percent)
- welders and flame cutters (94.3 percent)

Within the other major occupational areas, the situation may be summarized quite simply.

- At 97 percent representation, women obviously dominate the private household worker occupation almost completely.
- At 19 percent representation, women are not dominant across managerial and administrative occupations.
- At 17 percent representation, women are not dominant across nonretail sales occupations.
- At 5 percent representation, women, with very few exceptions (e.g., decorators, window dressers), are not dominant across craft and kindred occupations.

4. *The Earnings Gap - Some Examples*

This overview of female dominance and male dominance in occupations is necessary, as background information, to the illustration of yet another dimension of the problem faced by women in the labor force:

Across all major occupational areas, women earn significantly less than men. (3)

Consider the following 1974 median wage and salary income data for women and men.

MAJOR OCCUPATIONAL AREA	WOMEN'S INCOME	MEN'S INCOME	WOMEN'S INCOME AS PERCENT OF MEN'S INCOME
Professional and technical	$ 9,570	$14,873	64.3
Managerial and administrative	8,603	15,425	55.8
Sales	5,168	12,523	41.3
Clerical	6,827	11,514	59.3
Craft and kindred	6,492	12,028	54.0
Operative	5,766	10,176	56.7
Service	4,046	8,638	58.4
Private household	2,676	--	--

Within each major occupational area, when one examines the wages and salaries attached to the female-dominated occupations, and compares these to the wages and salaries attached to the male-dominated occupations, a pattern clearly emerges. A review of those areas in which women are concentrated and heavily represented shows us the following.

CLERICAL

Median salaries/wages in occupations dominated by women.

- Bookkeeping and billing machine operators . . . . . $ 6,440
- Calculating machine operators 6,730
- Keypunch operators 6,800
- Secretaries 6,860

Median salaries/wages in occupations dominated by men.

- Computer and peripheral equipment operators . . . . . $ 9,170
- Insurance adjustors, examiners, investigators 10,920
- Real estate appraisers 15,450
- Shipping and receiving clerks 8,080

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RETAIL SALES

Median salaries/wages for women as salesclerks	$ 6,470
Median salaries/wages for men as salesworkers	11,090

SERVICE

Median salaries/wages in occupations dominated by women.

• Child care workers.	$ 3,840
• Food service workers.	4,430
• Health aides.	5,440
• Practical nurses	5,870

Median salaries/wages in occupations dominated by men.

• Firefighters	$11,610
• Marshals and constables	9,260
• Police and detectives	11,100
• Sheriffs and bailiffs	9,520

PROFESSIONAL AND TECHNICAL

Median salaries/wages in occupations dominated by women.

• Registered nurses	$ 8,090
• Therapists	9,630

Median salaries/wages in occupations dominated by men.

• Computer programmers	$13,600
• Drafters	11,200
• Electrical and electronic engineering technicians	11,200
• Engineering and science technicians . .	10,650

OPERATIVE

Median salaries/wages in occupations dominated by women.

• Dressmakers and seamstresses	$ 4,360

- Graders and sorters, manufacturing . . $ 6,450
- Sewers and stitchers 4,880
- Solderers 6,560

Median salaries/wages in occupations dominated by men.

- Cutting machine operators . . . . . $ 7,980
- Delivery and route workers 9,060
- Truck drivers 9,640
- Welders and flame cutters 9,640

5. *The Gap is Widening*

The examples of earnings in female-dominated occupations compared to the examples of earnings in male-dominated occupations suggest that recent estimates of very large overall differences between women's and men's earnings are probably accurate.

But this does not tell the whole story.

Even though large numbers of women have been moving into the nontraditional male-dominated occupational fields over the past several years, and even though legislation, affirmative action initiatives, and court decisions have supported equal opportunities for women in the labor force, the fact remains that the *earnings gap between women and men has continued to widen.*

(*Transparency* 3) In 1955, the median annual income of women employed full-time was almost 64 percent of the median income of men.

In 1974, women's income was 57.2 percent of men's.

While increases in the incomes of working women have been substantial over the past several years, they have not kept pace with men's increases, and so the income levels of the two groups continue to diverge.

6. *A Reason for the Gap*

Some researchers and labor economists suggest that the differential between the income levels of women and men can be explained when factors such as part-time employment, level of job responsibility, amount of education, and length of time spent in the labor force are taken into account.

Studies show, however, that even when these factors are considered, large differentials in women's and men's earnings remain. (4)

Part of the difference between women's and men's income levels is due to continuing discrimination in employment.

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Women have been paid less than men to do the same work, and legislation is now attacking this problem directly.

The more difficult problem, however, has to do with the discrimination that can occur in the making of job assignments by employers, and in the initial hiring of women for one type or level of job, and not another.

Attacking this problem will require more than legislation. It will require attitudinal changes throughout our society.

C. RESPONSIBILITIES AND GOALS OF ALL WOMEN WANTING AND NEEDING TO WORK CANNOT BE MET IN TRADITIONALLY FEMALE OCCUPATIONAL FIELDS. WOMEN MUST BE PREPARED TO ENTER THE NONTRADITIONAL MALE-DOMINATED OCCUPATIONAL FIELDS IN WHICH GREATER OPPORTUNITIES FOR EARNINGS AND ACHIEVEMENT ARE FOUND.

1. Some Questions and Answers

Question: Why are women's wages and salaries so much lower than men's?

Answer: *Because of the heavy concentration and overrepresentation of women in relatively few, relatively low-paying occupational fields; because the oversupply of qualified women in these fields depresses earnings in these fields.*

Question: Why is there heavy concentration and overrepresentation of women in these occupational fields?

Answer: *Because too many women, especially younger women, are choosing to enter them.*

Question: Why are too many women choosing to enter these fields?

Answer: *Because of the tendency of women, especially younger women, to enter the fields in which they feel most comfortable; the fields in which most other women are found; the traditional, female-dominated fields.*

Question: Why does this tendency exist?

Answer: *Because it has been encouraged by both men and women in all segments of our society - in our schools, homes, offices and factories; because of the strong*

sex-role stereotypes and occupational-sex stereotypes that affect all of our lives.

2. *Labor Market Growth and Women*

The growth of the labor force over the past several years has been largely due to the entry of women. Between 1965 and 1975, approximately 14 million additional jobs developed in new or expanding industries.

Women filled nine million of these jobs.

It is projected that the women's portion of the labor force will continue to expand over the next several years.

In March, 1977, the labor force participation rate of women was 48 percent; i.e., 48 percent of all women 16 years of age were in the labor force. This current participation rate already far exceeds the projected 1990 participation rate that has been published in recent years by the Department of Labor. (5)

A number of things are happening in our society to stimulate increasing participation of women in the labor force.

- Men and women are marrying at later ages.
- The birth rate is declining.
- The divorce rate is increasing.
- The cost of living is increasing.
- Educational attainment is increasing.

In their various combinations, factors such as these point to three things:

- More women are available for work.
- More women want to work.
- More women need to work.

3. *A Key Question*

During the next decade, will the increasing numbers of women wanting and needing to work continue to be limited to the traditional, female-dominated occupational fields as they have in the past?

According to a recent Conference Board study of changes in occupational characteristics in the United States, the answer is "yes." (6)

Because women are expected to constitute a larger proportion of the labor force in the coming years, the representation of women across all occupational fields is expected to increase.

It has been projected, however, that most job opportunities for women will occur in the fields in which women are already well represented, rather than new fields in which representation of women is low. By far, the largest employment growth for women is expected in the clerical field. Projections indicate that, until the mid-1980's, *44 percent of total employment growth for women will occur in this field.* Women are expected to make gains in those few clerical fields which have been male-dominated in the past.

Women are also expected to make strong representation gains as operatives (e.g., school bus drivers) and as salesworkers.

Women's representation is expected to account for two-thirds of the employment increases in craft occupations, but the numbers involved are very small. For example, between 1970 and 1985, women's employment as air conditioning, heating, and refrigeration mechanics is expected to increase 400 percent. Even with 400 percent growth, only 5,000 women will be employed in this occupation by 1985.

4. *A Problem and a Challenge*

The Conference Board study which indicated that most job opportunities for women would exist in the traditional female-dominated fields based its projections on historical data and assumptions that young women would continue to seek these traditional fields. According to the study, the historical data and projections concerning women's employment point to a problem and a challenge, and not necessarily a forecast of what the future *must* hold.

The implication, however, is quite clear.

Unless there are changes in the orientation of women to the labor force, and in the preparation of women for the labor force, projections like these will probably hold.

If they do hold, we will experience a situation in which even more women are heavily concentrated in a few low-paying occupations; even more women have difficulty in meeting their personal and family financial responsibilities; even more women fail to realize their full career potential - for their benefit and the benefit of our society.

PART I

QUESTIONS/ACTIVITIES

1. Can you name four social/demographic factors contributing to the increasing participation of women in the labor force?

2. Do you know the percentage of all adult women now participating in the labor force?

3. Do you know why most of these women are in the labor force?

4. Can you name three major occupational groups dominated by women?

    4a. Within any of these groups, can you cite examples of individual occupations dominated by men?

5. Can you name three major occupational groups dominated by men?

    5a. Within any of these groups, can you cite examples of individual occupations dominated by women?

6. Do you know the approximate size of the gap between women's current earnings and men's current earnings?

    6a. Can you cite reasons for the existence of this gap?

7. If women continue to follow the current pattern of labor market entry, in what field will most be working in the 1980's?

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PART II: THE IDENTIFICATION OF OCCUPATIONAL FIELDS LIKELY TO OFFER THE GREATEST OPPORTUNITIES FOR BOTH MEN AND WOMEN

INTRODUCTION/OVERVIEW (Transparency 4)

All vocational education students, female and male, are potential beneficiaries of information on the full range of occupations present in the labor market. The goal of equality of opportunity in vocational education and employment is compromised where labor market information encourages perceptions of some fields as appropriate for women, and others as appropriate for men. In Part II, two general recommendations concerning the assembly and presentation of labor market information are offered.

- *Labor market information should be used in a manner that encourages, not discourages, the consideration of a full range of opportunities by all vocational education students.*
- *Labor market information should be used to provide all vocational education students, both male and female, with the same opportunities for occupational planning and decision-making.*

A. ANALYSIS OF LABOR MARKET OPPORTUNITIES SHOULD BE APPROACHED IN SUCH A WAY THAT IT DOES NOT CONTRIBUTE TO THE PROBLEM OF OCCUPATIONAL SEX-STEREOTYPING, FOR WOMEN OR MEN

1. *A Self-Fulfilling Prophesy*

We have seen that future representation of women in the labor force is projected to be heaviest in those occupational fields in which women have traditionally been dominant.

To the extent that we accept this as inevitable, or even acknowledge the likelihood of it happening, we may be contributing to a self-fulfilling prophesy.

That is, we may be contributing to a situation in which our perceptions of the way things are likely to turn out influence the way they actually turn out.

And so:

- We must be sensitive to the subtle ways in which

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we can contribute to the continued heavy representation of women in traditional female fields.

- We must be sensitive to the subtle ways in which we reinforce the perception that there are, or will be, or should be, traditional female fields.

- We must be sensitive to the ways in which we serve as part of the problem, rather than part of the solution.

2. *A Balanced Perspective*

It is true that our attention has been drawn to sex-role stereotyping and sex bias primarily because of the problems experienced by women. While the problems of women in vocational education and employment deserve our attention, and our action, at this time, it is important that we develop and maintain a balanced perspective on the elimination of stereotyping and bias for both sexes.

- Both men and women may perceive opportunities for contribution and satisfaction in occupations dominated by the other sex.

- Both men and women may feel capable of success in occupations dominated by the other sex.

However --

- Both men and women may feel pressure to enter occupational fields dominated by their own sex.

- Both men and women may perceive barriers to entering occupational fields dominated by the other sex.

And so --

- Both men and women may be hurt by occupational sex-stereotyping, sex-role stereotyping, and sex bias and discrimination.

The goal is equality of opportunity in vocational education and employment for *all* students - for *both* sexes.

Keeping this goal at a high level of awareness may hold the key to analysis of labor market opportunities that does not contribute to problems of stereotyping and bias for vocational education students.

3. *Labor Market for Men and Women*

Because our attention has been drawn to the problems of women in vocational education and employment, there is a tendency to ask: Where are the greatest opportunities for women in the work force?

While this is a legitimate question to raise, it must be raised with care, and addressed with care, for it does imply that

labor force opportunities for women are to be examined separate from labor force opportunities for men, and that greatest opportunities for women will, or may, differ from the greatest opportunities for men.

Because only a handful of all occupations in our economy carry requirements that are sex-linked, a rationale for separate analyses of labor force opportunities for women and men is difficult to develop.

In light of this, it is probably more appropriate to ask: Where are the greatest opportunities for women and men - for all persons - in the work force?

By querying labor market opportunities in this way, we may avoid two serious problems which could undermine our efforts to establish equality of opportunity for women and men in vocational education and employment.

- The first problem, which we have already raised, is the perpetuation and reinforcement of the notion that some occupations are traditional and appropriate for women; others are traditional and and appropriate for men.

- The second problem is the creation of the expectation that many students - female students, in particular - will want to pursue the heretofore nontraditional occupational fields, and will not fairly assess all fields, both traditional and nontraditional, in light of their personal interests, aptitudes, abilities, and aspirations.

The danger in this latter problem lies in the promotion of nontraditionalism for the sake of nontraditionalism; the danger lies in the implication that students - especially female students - should not be satisfied with their consideration or selection of traditional occupational fields, even though these fields offer good opportunities and meet all perceived needs.

Either or both of these two problems - perpetuation of traditionalism; promotion of nontraditionalism - will arise where analyses of labor market opportunities are designed to serve women *or* men, and not women *and* men.

These problems will arise where vocational educators lose their perspective on the goal of equality of opportunity for *all* students.

4. *Keeping Dominance and Traditionalism in Perspective*

It should be understood that maintaining this balanced perspective on the analysis of labor market opportunities for both women and men does not imply that the realities of the labor market, as they affect both women and men, are in any way ignored or denied. For example, while many occupations are comprised of a balanced representation of men and women, most

others fall into the categories of male-dominated and female-dominated. Students should be helped to view male dominance or female dominance of an occupation in the context of historical fact, and not in the context of a circumstance or condition affecting the choice of an occupation. They should be helped to recognize that the dominance of an occupation by one sex or another is a factor to be considered in occupational planning and preparation, but that the *decision* to pursue an occupation is based on a number of more relevant factors.

It should also be understood that the terms "traditional" and "nontraditional," when applied to the choice of an occupation by women or men, describe historical phenomena. These terms do not reflect values, and should not be used in any context in which they may be interpreted as reflecting values.

Understanding the meanings of these terms is important because they are useful descriptors of the occupational choice patterns of women and men, and are commonly used.

Exercising care in the use of these terms is important because traditionalism and nontraditionalism in occupational choice are the very concepts that vocational educators must ultimately eliminate in order to ensure equality of opportunity for all students.

B. ANALYSIS OF LABOR MARKET DATA SHOULD BE DESIGNED TO MEET THE OCCUPATIONAL PLANNING AND DECISION-MAKING NEEDS OF BOTH WOMEN AND MEN IN VOCATIONAL EDUCATION

1. The Purposes of Labor Market Data

The vocational education programs offered in public school systems across the country must reflect labor market needs. Federal and state legislation require that vocational education students be prepared for occupations that are in demand in the labor market. The reasons for this are simple, and obvious.

Nationwide, the occupations present in our economy are a function of the goods and services available to, and demanded by, the public. In individual regions and locales, the occupations present are a function of the business, industrial, professional, institutional, and governmental mix present in the areas, coupled with the demand for the goods and services provided by this mix of organizations. In response to fluctuations in demand for goods and services, organizations expand, contract, and relocate; and national, regional, and local labor markets change in size and composition. Vocational education's mandate to monitor the labor market serves two basic purposes.

- First, it is intended to minimize the likelihood

of either oversupply or undersupply of workers in individual occupational fields in the labor market.

- Second, it is intended to provide an accurate base of information on both current and projected demand across occupational fields, for use by vocational education students engaged in occupational planning and decision-making.

In realizing these purposes, vocational educators must collect data on various facets of the labor market, both current and (projected) future.

2. *A Key Question*

Because we are concerned with equality of opportunity for women and men in vocational education, a key question to be addressed is this:

Does the goal of identifying the best labor market opportunities for both women and men impose any changes in the way that the labor market is monitored, in the labor market information that is collected, or in the way the information is presented by vocational educators?

Granting a couple of important assumptions, the answer is no.

But the assumptions *are* important.

3. *A Good Data Base is Assumed*

(*Transparency 5*) The first assumption is that vocational educators are already collecting the best available labor market data, i.e., data that give the best possible picture of present and future opportunities in a full range of occupations.

While there may be varied opinions on what constitutes an ideal, as well as merely adequate, labor market data base for vocational education programs, there is probably general agreement that the data base should meet the following requirements.

- It should permit students to look across occupational fields, to see and compare current demand and current earnings potential of occupations.

- It should permit students to look across occupational fields, to see and compare the growth that is projected, the replacement needs that are projected, and to the extent possible, the earnings potential that is projected for occupations.

- It should permit students to visualize the general employment trends that are projected, and the changes that are projected in the distribution of the labor force across occupational fields.

- To the extent possible (within data limitations),

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it should provide students with these labor market indicators for local, regional, and national labor markets, to enable them to see that the best opportunities in occupations of interest may or may not be found in their local labor market.

4. *Proper Presentation of Data is Assumed*

The second assumption is that vocational educators are already assembling labor market data in a form that does not suggest that some occupations are women's and some occupations are men's, and that vocational educators are providing the same objective information on all occupations to all students.

This is especially important at this time, because current trends in the growth of occupational fields in our economy carry implications for the planning and decision-making of both women and men in vocational education.

(Transparency 6) Recent Department of Labor data indicate the following projected requirements for major occupational groups.

[Numbers in thousands]

OCCUPATIONAL GROUP	1974 EMPLOYMENT	PROJECTED 1985 REQUIREMENTS	PERCENT CHANGE	OPENINGS, 1974-85 TOTAL	GROWTH	REPLACEMENTS
Total	85,936	103,400	20.3	57,600	17,400	40,200
White-collar workers						
Professional and technical workers	12,338	16,000	29.4	9,400	3,600	5,700
Managers & Admin.	8,941	10,900	21.6	5,200	1,900	3,200
Salesworkers	5,417	6,300	15.7	3,400	900	2,600
Clerical workers	15,043	20,100	33.8	16,300	5,100	11,300
Blue-collar workers						
Craft & Kindred Workers	11,477	13,800	19.9	5,100	2,300	2,800
Operatives	13,919	15,200	9.0	6,000	1,300	4,800
Nonfarm laborers	4,380	4,800	8.8	1,400	400	1,100
Service workers						
Private household workers	1,228	900	-26.7	600	-300	900
Other service workers	10,145	13,700	34.7	10,400	3,500	6,900
Farm workers	3,048	1,900	-39.0	-100	-1,200	1,000

If projections like these hold, the distribution of all workers across major occupational groups will change.

Employment will continue to shift toward the white-collar and service areas, and away from the blue-collar and farm worker areas.

The greatest employment gains are likely to be made in the service (other than private household), clerical, and professional and technical areas.

The largest percentage shifts in the distribution of all workers in the labor force are likely to occur in these same

three areas, with the clerical area continuing to employ, by far, the largest percentage of all workers.

The distribution of workers across occupational groups is projected to change as follows.

[Numbers in thousands]

OCCUPATIONAL GROUP	1974 EMPLOYMENT		PROJECTED 1985 REQUIREMENTS	
	NUMBER	PERCENT	NUMBER	PERCENT
Total	85,936	100.0	103,400	100.0
White-collar workers				
Professional and technical workers	12,338	14.4	16,000	15.5
Managers and administrators	8,941	10.4	10,900	10.5
Salesworkers	5,417	6.3	6,300	6.1
Clerical workers	15,043	17.5	20,100	19.5
Blue-collar workers				
Craft and kindred workers	11,477	13.4	13,800	13.3
Operatives	13,919	16.2	15,200	14.7
Nonfarm laborers	4,380	5.1	4,800	4.6
Service workers				
Private household workers	1,228	1.4	900	.9
Other service workers	10,145	11.8	13,700	13.2
Farm workers	3,048	3.5	1,900	1.8

5. *Questions on Expectations*

Among the important questions we must address are the following.

- Do the implications of these projections differ for women and men?
- Do we expect women and men (as groups) to interpret these data in different ways?
- Do we expect women to ignore the growth and the replacement needs in certain technical fields?
- Do we expect men to ignore the growth and the replacement needs in certain clerical and service fields?
- Even though growth is slowing, do we expect women to ignore the large numbers of jobs contained in the craft and kindred and the operative areas?

Our answers to these questions reflect our perceptions of the extent to which both men and women in vocational education are objective in their appraisal of all opportunities available to them in the labor market.

Our answers reflect our perceptions of the extent to which other influences, other considerations, affect their ap-

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praisal of labor market opportunities. Our answers also provide us with a brief, personal assessment of the climate for freedom of occupational choice that exists in the vocational education environment.

Finally, our answers should provide us with some direction for making needed improvements in the ways in which vocational education students are prepared to appraise labor market opportunities, and make the best possible occupational choices.

6. *Can we Grant Assumptions?*

Our two basic assumptions - that vocational educators are already collecting the best available labor market data, and that vocational educators are providing the same objective data on all occupations to all students - deserve careful examination.

If we cannot grant these assumptions, then the goal of identifying the best labor market opportunities for both women and men *does* impose changes in the monitoring and/or collection and/or presentation of labor market information.

PART II

QUESTIONS/ACTIVITIES

1. Do you understand, and can you explain, how the concept of the self-fulfilling prophesy applies to vocational educators' relationships with students who are engaged in vocational planning?

2. Can you describe one or more ways in which you would explain to students the phenomena of male-dominance and female-dominance of occupational fields?

3. Can you cite the two basic assumptions we have discussed in relation to vocational educators' collection and presentation of labor market information?

    3a. Are you personally willing to grant these assumptions for vocational education in general?

    3b. Are you personally willing to grant these assumptions for your vocational education program?

4. Can you name three major occupational groups for which high percentage growth is projected?

5. Five questions concerning labor market information were included in the text (page 21). What are your answers to these questions?

    5a. What are the reasons for any "yes" answers to these questions?

    5b. What are the implications of any "yes" answers for your vocational education program?

PART III: APPROACHES TO THE RECRUITING OF STUDENTS FOR NON-TRADITIONAL VOCATIONAL AREAS

INTRODUCTION/OVERVIEW (Transparency 7)

Recruiting of students for nontraditional vocational areas is not a one-time special effort made by vocational educators alone. Rather, it is a broadbased effort that extends over time and involves the coordination of efforts that range from the classroom to the community. In Part III, some basic concepts underlying recruiting are discussed, and the various components of a coordinated recruiting effort are presented. These recruiting concepts and components are grouped into six areas.

- *Students must recognize that they have access to a full range of occupational fields and vocational education programs, and must feel a sense of personal freedom to act on opportunities of interest.*
- *Recruiting of students for nontraditional vocational areas should become an integral function of vocational education.*
- *Recruiting of students for nontraditional vocational areas involves vocational educators and other educators in a variety of activities that extend over time.*
- *Vocational educators play both direct and indirect roles in the recruiting of students for nontraditional vocational programs.*
- *A recruiting program should provide students with information on (1) current and future opportunities and earnings in the labor market, (2) reasons to consider nontraditional opportunities, (3) problems to be overcome in the pursuit of nontraditional opportunities, and (4) vocational preparation needed, and available, in nontraditional fields.*
- *A successful recruiting effort requires the coordination of people, information, and activities in the school, the school system, and the community.*

A. A CONCEPTUAL FRAMEWORK FOR RECRUITING INCLUDES STUDENTS' RECOGNITION OF VOCATIONAL OPPORTUNITIES, AND STUDENTS' PERSONAL

FREEDOM TO ACT ON VOCATIONAL OPPORTUNITIES

1. *Recognition of Opportunities*

Our goal, once again, is equality of opportunity in vocational education and employment for *all* students.

We will move closer to this goal when all students recognize that they have access to a full range of opportunities in the labor market, and to a full range of vocational education programs in the schools.

The key word here is *recognize*.

The fact that jobs or programs are legally, technically, and physically accessible to students is of little value unless this accessibility is recognized.

2. *Personal Freedom to Act on Opportunities*

We will move closer still to the goal of equality of opportunity when students' recognition of accessibility to jobs and programs is accompanied by a sense of personal freedom to act on this recognition.

The key word here is *act*.

Each of us recognizes opportunities to do many things during a lifetime. Many of the opportunities we accept. Many others are rejected. How do we differentiate the opportunities we will act on and those we will not? Why do we not act on opportunities to do things that we know we are capable of doing and that are attractive to us?

The concept of personal freedom to act offers one explanation.

Using this concept, we understand that the things we can choose to do are the things that we perceive falling within our bounds of personal freedom. The things that we perceive falling outside our bounds of personal freedom are the things that we *cannot* choose to do.

Our limits of personal freedom are established by us, and for us, throughout a lifetime. They are established by people and by experience. Parents, peers, and other influential agents transmit, among other things, values and expectations which govern our behavior. Experiences with people and with tasks instill in us a sense of adequacy or inadequacy in certain situations and activities.

We are shaped not by the objective reality of behavioral expectations or experiences, but by our *perceptions* of their meaning and importance. The totality of perceptions that forms what may be called self concept is the same totality of perceptions that governs personal freedom to act.

When we say we do not want to be an electrician, or auto

mechanic, or nurse, or secretary, we may be acknowledging that we do not have the personal freedom to be these things; that these occupations fall outside the perceived reality of what is acceptable for us to do - or even want to do; that pursuing these occupations is inconsistent with the values, expectations, and experiences that comprise our reality.

3. Both Recognition and Freedom are Needed

In no way does this brief treatment of personal freedom to act approach adequacy of coverage of this complex concept. It is intended to serve only as an introduction to the kind of conceptual framework that each of us must adopt if we are to help students *beyond* the stage of recognition of opportunities in vocational areas, including heretofore nontraditional vocational areas, and if we are to help students understand and overcome the constraints affecting their personal freedom to act on opportunities, including heretofore nontraditional opportunities.

Indeed, when all vocational education students recognize their range of vocational opportunities, and feel free to act on any of these opportunities, we will have achieved the very essence of equality of opportunity in vocational education.

B. RECRUITING OF STUDENTS FOR NONTRADITIONAL VOCATIONAL AREAS SHOULD BE VIEWED AS AN INTEGRAL PART OF A TOTAL VOCATIONAL EDUCATION PROGRAM

1. An Ideal World

In an ideal world, a need for a special effort aimed at recruitment of students for nontraditional vocational areas would never arise. Women and men would be objectively appraising their personal interests, aptitudes, abilities, and aspirations relative to all occupations in our economy, and basing career decisions on criteria that do not include concepts of traditionalism and nontraditionalism.

There is, unfortunately, some strong evidence that this is not an ideal world, and that students' career decision-making is less than objective, and tainted by concepts of traditionalism and nontraditionalism.

2. Imbalance in Enrollments

The positions of men and women in the labor force are clearly reflected in the positions of male and female students in vocational education programs. Two sets of recent data show the same basic pattern of male and female enrollment in vocational education areas.

(*Transparency 8*) Data prepared by the Planning Office of the Bureau of Occupational and Adult Education, U. S. Office of Education, indicate the following for vocational education

nationwide (most states) in 1975. (7)

VOCATIONAL AREA	PERCENT ENROLLMENT MALE	FEMALE
All Areas	51.7	48.3
Agriculture	90.8	9.2
Distributive	57.2	42.8
Health	28.3	71.7
Consumer and Homemaking	18.1	81.9
Occupational Home Economics	26.8	73.2
Office	30.7	69.3
Technical	89.3	10.7
Trade and Industry	87.4	12.6
Special Programs	73.3	26.7

Data published by Project Baseline, Northern Arizona University, indicate the following for 45 states during the 1974-75 school year. (8)

VOCATIONAL AREA	PERCENT ENROLLMENT MALE	FEMALE
All Areas	48.3	51.7
Agriculture	90.6	9.4
Distributive	53.0	47.0
Health	21.7	78.3
Consumer and Homemaking	15.7	84.3
Occupational Home Economics	16.9	83.1
Office	26.5	73.5
Technical	88.3	11.7
Trade and Industry	86.6	13.4
Special Programs	61.6	38.4

Although there is some variance between these two data sources on the individual items reported, one thing is clear in both: While there are approximately equal numbers of male and female students in vocational education overall, only one broad vocational area - distributive education - approaches balanced enrollment of males and females.

3. Shifts in Enrollments

USOE data indicate that between 1972 and 1975 the proportion of women in the male-dominated vocational areas has increased. In agriculture, female enrollment has increased 3.8 percentage points; in trades and industry, .9 percentage point; in technical education, .9 percentage point.

During this same period, the proportion of men in the female-dominated vocational areas has increased significantly. In health occupations, male enrollment has increased 13 percentage points; in occupational home economics, 12.9 percentage points; in consumer and homemaking, 10.2 percentage points; in office occupations, 17.1 percentage points.

While the movement of men into the general female-dominated vocational areas is encouraging, it is difficult to say how much of the movement is directly attributable to the elimination of occupational and sex-role stereotyping among male students.

The expansion of the health care field in general over the past few years probably accounts for much of the increased interest of men. The creation of special bachelor living courses has drawn men into the consumer and homemaking area.

And the fact remains that, even though men are moving into the general vocational areas dominated by women, they are not necessarily moving into the traditionally female-dominated occupational fields within any of these areas.

4. Special Effort Must Become Integral Effort

The data indicate the beginning of movement away from sex stereotyped selection of vocational programs, but in only a small way - especially for women. The need for a special effort aimed at recruitment of students for nontraditional vocational areas is clearly present.

The key word here is *special*, and how we define this word is important.

To say that an effort is special implies that it is uncommon, unique, extra; designed for a specific purpose, and limited to that purpose.

It is appropriate that these meanings are attached to the effort to recruit students for nontraditional vocational areas. Such recruiting will require extra effort, specifically designed to create an environment in which students feel free to move into heretofore nontraditional fields.

But these meanings should be attached to this effort *only* for the short term. On the long term, recruiting of students for nontraditional vocational fields should in no way be special. A unique, focused effort should not be needed. This means that the goal for vocational educators is to move as quickly as possible to a point at which recruiting for nontraditional areas is a common, integral part of vocational education recruiting efforts in general; the goal is to move to a point at which all vocational educators will acknowledge such recruiting as an essential and routine function.

And when this point is reached, the erosion of the concepts of traditionalism and nontraditionalism in vocational choice will be well underway.

C. RECRUITING INVOLVES VOCATIONAL EDUCATORS AND OTHER EDUCATORS

IN A CONTINUUM OF EFFORT AIMED AT BROADENING CAREER OPTIONS CONSIDERED BY STUDENTS.

1. *A New Concept of Recruiting is Needed*

If recruiting efforts are to help students recognize opportunities across all occupational fields, and help students gain the personal freedom to act on any opportunity of interest, then recruiting efforts must be broad in scope. In the traditional sense of the word, recruiting implies activities which focus on the immediate acquisition of people for an organization or a job.

When we think of recruiting in the context of the military or private industry, we tend to think of intensive, short-term efforts aimed at convincing large numbers of individuals to join the organization or take the job being offered; we tend to think of mass media appeals and offers of incentives to help prospects make the "right" decisions.

This traditional concept of recruiting is neither appropriate nor adequate for vocational education. It assumes a certain predisposition on the part of prospects to consider an organization or a job. It involves reinforcing positive images of an organization or job and, to a great extent, it involves telling people what they want to hear.

(*Transparency 9*) For vocational educators concerned with recruiting students for nontraditional vocational fields, this traditional concept of recruiting must be changed and expanded to incorporate two major points.

- Recruiting efforts extend across many different functions and activities, within vocational education programs and outside of vocational education programs as well.
- Recruiting efforts extend over time, and are not focused on any single point in a student's development.

2. *A Shared Responsibility*

This first point tells us that a recruiting program does not operate in a vacuum; that a recruiting effort is not lodged in a single office, nor is it carried out by a single individual.

This does not mean, obviously, that administrative responsibility for recruiting is not held by a single vocational educator in a school or school system.

It *does* mean that, operationally, responsibility for recruiting is shared by all vocational educators in a school or school system, and that every vocational educator has a role to play in exposing all students to all vocational options, and helping all students realize the personal freedom to pursue occupations of interest.

It also means that personnel other than vocational educators have important roles to play in recruiting, and that vocational educators cannot expect to draw students into nontraditional programs if there is no support for this provided by other school or school system staff.

And this leads to the second point indicated above.

3. A Process, Not an Event

Because recruiting efforts extend across functions and activities both internal and external to vocational education, it follows that these efforts also extend over time.

This means that recruiting should not be looked upon as an event that occurs at some single point in a student's development, but rather, that it should be looked upon as a *process* that may extend over years of student development. Indeed, the career-related information and activities provided to students during their elementary and junior high school years should be *considered* as much a part of recruiting as the information and activities provided during the senior high school years, and beyond.

The word considered is emphasized here because it is unlikely that the label of recruiting would ever be applied to the provision of career-related information and activities to students in their early years of schooling. The point is that such information and activities lay the essential groundwork for the vocational choices that students may be making at the senior high school level, as well as the postsecondary and adult levels. Vocational educators must recognize that the recruiting process with which they are concerned is very much affected by what takes place throughout students' school experience.

D. VOCATIONAL EDUCATORS PLAY BOTH DIRECT AND INDIRECT ROLES IN RECRUITING FOR NONTRADITIONAL VOCATIONAL PROGRAMS

1. In Summary

We have seen that the design of an effort to recruit students for nontraditional vocational areas should be guided by a number of considerations.

- The goal is to help all students recognize that they have access to a full range of opportunities in the labor market and in vocational programs, and to help all students gain the personal freedom to act on opportunities of interest to them.
- Recruiting of students for nontraditional fields should be an integral part of vocational education.

- All vocational educators have roles to play in the recruiting effort.
- All other education personnel have roles to play in the recruiting effort.
- Recruiting extends over time, encompassing a continuum of activities that prepare students for vocational decision-making.

Recruiting, therefore, involves more than simply eliciting a decision from a student concerning enrollment in a nontraditional vocational education program. It actually involves the provision of a range of information and activities on which a sound decision can be based.

2. Direct and Indirect Involvement

The involvement of vocational educators in the provision of the needed information and activities may be of two types:

1. Direct involvement, in which vocational educators are responsible for information and activities.

2. Indirect involvement, in which vocational educators work with other educators engaged in providing information and activities.

In the case of direct involvement, vocational educators may be working directly with students, or may be arranging for resources or resource persons to work with students.

In the case of indirect involvement, vocational educators may, themselves, be serving as resource persons, or as advocates of the provision of information and activities by other educators.

3. Vocational Educators as Advocates

The advocacy role of vocational educators is an important one, in that so many of the functions that support recruiting of students for non-traditional occupations should occur during the elementary and junior high school years, prior to students' direct contact with vocational education programs.

If, during the elementary and junior high school years, all students are not helped to visualize the full range of occupational fields open to them, and all students are not helped to acquire a sense of personal freedom to pursue any occupational field of interest, the task of recruiting for non-traditional vocational programs at the senior high school level, and beyond, will be immensely more difficult.

Vocational educators, therefore, have what may be termed a "vested interest" in the quality and quantity of information and activities provided to students during these early years of schooling. For vocational educators, the active advocacy of relevant information and activities during the elementary and junior high school years is both appropriate and practical.

E. A RECRUITING PROGRAM MUST ENSURE THAT STUDENTS' INFORMATION REQUIREMENTS ARE MET

1. Four Major Categories of Recruiting Information

Determining the kinds of information and activities that are necessary to support a recruiting program is a task that must be performed by individual schools or school systems. In simple terms, the task involves answering a very basic question: What do all students need to know or understand in order to make a sound decision concerning enrollment in a nontraditional vocational program?

In terms of the conceptual framework for recruiting which we have discussed, the question may be posed in a different way: What must we do to ensure that all students recognize that all opportunities in the labor market exist *for them as individuals?*

Both of these questions may be answered in a number of different ways by vocational educators and others concerned with freedom of vocational choice for students.

(Transparency 10) In answering these questions, consideration should be given to students' needs for the following kinds of information.

- Current and future opportunities and earnings across all occupational fields in the labor market.
- Reasons to consider nontraditional occupational fields.
- Problems to be overcome in pursuit of nontraditional occupations.
- Vocational preparation needed, and available, in nontraditional occupational fields.

These four categories represent a basic core of information that should be available, in one form or another, and at one time or another, to all students.

LABOR MARKET INFORMATION

2. A Sound Data Base

We have already discussed the importance of analyzing and presenting labor market information in a manner that does not contribute to the problem of occupational sex-stereotyping for men or women, and in a manner that recognizes the occupational planning and decision-making needs of both men and women.

And we have already discussed the fact that a labor market data base should

- permit students to examine all occupational fields, to see and compare the demand and the earnings potential in all fields;

- permit students to see and compare the projected future growth and replacement needs, and the projected earnings potential, in all occupational fields;

- permit students to visualize employment trends, and projected changes in distribution of the labor force, across all fields;

- provide students with these labor market indicators for local, regional, and national labor markets, to enable them to determine whether occupations of interest are likely to be found in their local area.

A data base such as this should provide answers to most questions that students may have concerning what is happening, and what is likely to happen, in the labor market.

Such information must, of course, be available in conjunction with descriptive information on occupations. Students should have ease of access to both labor market and descriptive information, if decisions are to be "optimum" in terms of what students want to do, and what the labor market encourages them to do.

3. *Cautions to Students*

Most vocational educators should already be familiar with sources of labor market information at national, regional, and local levels, i.e., offices of the U. S. Department of Labor, State Departments of Commerce, research bureaus of departments of business and economics within universities and colleges, and special labor market studies performed by various public and private organizations.

Most vocational educators also recognize the shortcomings of the labor market information that is usually available, and recognize the need to temper presentations of the data with cautions to students concerning their interpretations of them.

We must now ensure that cautions to students concerning interpretation of labor market information *include* cautions against assumptions that some occupations will be filled by men and others will be filled by women. And at the same time, we must ensure that the occupational descriptions presented to students, or in use by students, do not suggest that any fields are the exclusive domain of either men or women. The use of the generic "he" or "she" and the use of pictures or illustrations showing only males or females in an occupation can create, and reinforce, occupational sex-stereotypes.

4. *A Stake in Occupational Information*

The role of vocational educators in the assembly and presentation of labor market information, as well as descriptive information on occupations, will vary from one school system to another and from one unique situation to another.

The point is that, regardless of whether involvement in assembly and presentation of this information is direct or indirect, vocational educators have a stake in the kind and quality of information that is provided to students, and so must work with all other school personnel to ensure that the *totality* of efforts to provide occupational information will *consistently* reinforce students' perceptions of personal accessibility to all occupations, and *consistently* discourage students' perceptions of occupations being "traditional" for one sex or the other.

Unless all other school personnel cooperate in a consistent effort to stimulate students' consideration of all occupational fields, and extinguish notions of traditionalism and nontraditionalism, vocational educators' efforts to recruit for nontraditional vocational programs will be seriously compromised.

MOTIVATIONAL INFORMATION

5. *Interest, Ability, and Fulfillment*

Labor market and occupational information provide a base - but no more than a base - for a recruiting effort. Properly presented, labor market and occupational information should serve to alert students to opportunities in all fields - including fields that, historically, have not received the attention of men, or fields that have not received the attention of women.

For some students, this information, alone, will be sufficient to motivate the pursuit of a nontraditional vocational program.

But it cannot be relied upon to do this.

Two recent studies of students in nontraditional vocational programs shed some light on the question of what motivates students to pursue nontraditional fields.

The first study, performed by the Institute for Research on Human Resources, Pennsylvania State University, examined influence affecting male and female students in nontraditional vocational programs at the secondary level. (9)

The second study, performed by Rj Associates, Inc. of Arlington, Virginia, examined influences affecting female students in nontraditional vocational programs at the post-secondary level. (10)

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Both of these studies indicate that many, perhaps most, students selecting nontraditional vocational programs are doing so on their own. In the first study, over half of the students indicated that they themselves were most influential in their choice of nontraditional programs. In both studies, counselors and teachers acknowledged that the students initiated their own choice of nontraditional programs.

In both studies, these and other findings lead to recommendations that students be helped to make the right vocational choices for the right reasons, and that students be helped to expand their career options. (This appears to be sound advice.)

The first study suggested student interest and prospects for fulfilling employment as the bases for choice of a nontraditional vocational program. The second study found that student interest and/or ability were the most influential factors affecting choice of a nontraditional vocational program. Both of these studies, then, point to the need for individual motivational information to be added to the base of labor market and occupational information. Together these studies suggest that if information focusing on student interest, ability, and need for fulfillment were included in non-traditional recruiting efforts, those efforts would be more effective.

6. *Problems with Instruments*

Attention to interest, ability, and prospects for fulfillment in employment is hardly a new idea for the career counseling of students. Helping students understand how their personal interests, abilities, and aspirations relate to all of their occupational options has been fundamental to career counseling for years.

In recent years, however, we have become more sensitive to the ways in which the tools we use to help students identify the fields of greatest interest and promise may, in fact, be unfairly limiting the range of options the students should be considering.

In a recent publication the National Institute of Education pooled a group of 11 papers prepared by experts in testing and measurement, career planning, and sex equality. (11) As a group, these papers alert us to ways in which widely-used career interest inventories may contribute to problems of sex-role stereotyping and sex bias in vocational choice.

Though there is not total agreement among the authors of the papers in regard to stereotyping and bias being inherent to the design of interest inventories, there are numerous examples of stereotyping and bias problems in the instruments and in their supporting materials.

These problems point to the need for caution in the use of the inventories and in the interpretation of their results to students. They also point to the need for much research and development focusing on sex fairness in interest measurement.

7. Some Action Steps

It is important that vocational educators recognize the need to provide students with information on the ways in which their personal interests, abilities, and aspirations align with a broad range of occupations in the labor market, as part of an effective recruiting program.

And it is equally important that vocational educators recognize the threat posed to their recruiting efforts by the improper use of vocational guidance instruments and by the improper interpretation of their results.

Historically, vocational educators have seldom been directly involved in the selection, administration, or interpretation of the instruments used to relate students' personal profiles to the most promising occupational fields. This is especially true for vocational educators in comprehensive high schools and community colleges.

But there are opportunities for indirect involvement.

- Vocational educators can actively advocate the evaluation of all instruments used in vocational guidance, in terms of their negative potential to create or reinforce sex-role stereotypes and biases.

- Vocational educators can strongly recommend to all students that they not accept the results of any measurement instruments at face value; that they seek interpretations of their profiles by counselors or testing specialists.

- Vocational educators can remind students and counselors alike that their own stereotypes and biases may affect their perceptions of what measurement instruments reveal, and that they should be sensitive to this.

By helping students to visualize how their personal profiles of interests, abilities, and aspirations relate to a number of appropriate fields, including nontraditional fields, we contribute to their freedom to consider employment in the nontraditional fields, and we provide reasons for them to consider employment in the nontraditional fields.

INFORMATION ON POTENTIAL PROBLEMS

8. Dealing with Apprehension

For some students, labor market information and occupational descriptions will encourage pursuit of nontraditional vocational programs.

For some, the addition of information on the match between their interests/abilities/aspirations and certain nontraditional occupations will motivate pursuit of the nontraditional

programs.

But for many students, consideration of nontraditional vocational fields may not occur until problems associated with both work and study in nontraditional fields have been examined, and apprehension about these problems has been reduced.

The thing to be remembered about the provision of information on potential problems is that we want to reduce apprehension, not create it. This means that discussion of a potential problem must always be accompanied by discussion of ways to minimize or overcome it, or ways to avoid it in the first place.

9. *Some Examples of Problems*

Examples of potential job-related problems which may concern students considering nontraditional fields include the following. (12)

- Sense of isolation on a job, as a function of being the only woman or the only man on that job
- Absence of support from employer or supervisor, as a function of biased views of women in "men's" jobs, or men in "women's" jobs
- Rejection, or even harrassment, by co-workers on a job, again as a function of biased views
- Well-intentioned interference, i.e., overprotection, by co-workers on a job
- Difficulty in advancement, as a function of not being included in informal, or even formal, communication networks
- Unsuitability of job environment (for women) due to dangerous, hot, dirty conditions, or rough language of men
- Likelihood of sexual provocation, and related problems
- Resentment by employer or supervisor, as a result of having to make special provisions for facilities, or having to make special efforts to deal with other resentful workers

Examples of potential school-related problems which may concern students follow the same general pattern as the job-related problems; i.e., they include potential sense of isolation in a classroom dominated by the other sex, lack of support from a teacher, rejection by classmates, unsuitability of learning

environment, disruption of class, and related problems.

10. Problems with People

And there is a third category of potential problems. This category is comprised of problems that do not occur on a job or in a classroom, but contribute greatly to student apprehension about nontraditional training and employment.

These problems relate to the need for support from persons who are influential in the personal or private lives of students: Parents and other family members, peers, and spouses.

We have already discussed the fact that parents and peers transmit values and expectations that govern behavior and determine personal freedom to act. The influence of family and peers on behavior and development has been documented, and accepted, for many years. (13)

The two studies of students in nontraditional vocational programs, cited earlier, underscore the importance of family and peer influence. Both of these studies found that parents exerted the greatest "outside" influence on students' decisions to pursue nontraditional vocational fields. The study of female students at the postsecondary level found that mothers, husbands, and fathers, in that order, were most influential. The study of male and female students at the secondary level found that other students were often more influential than either counselors or teachers.

The potential problems here lie in the *perceptions* of students that mothers or fathers or husbands or wives or girl friends or boy friends may be disappointed in, or critical of, a decision to pursue a nontraditional field.

11. Value of Role Models

In any presentation or discussion, perhaps the best approach to raising a potential problem without raising apprehension about it is to involve someone who has experienced the problem - and has dealt with it.

Persons who are employed in nontraditional occupations in local business and industry are excellent resources for recruiting programs. If arrangements can be made with employers and supervisors to involve such persons in the school program (and they can), students are exposed to the real experience of real people. They are exposed to role models who can correct misperceptions of job-related problems, and discuss the extent to which they were affected by problems, and the ways they reacted to the problems.

Students who are enrolled in nontraditional vocational programs in the schools are excellent resources in the treatment of potential school-related problems. Arrangements for the involvement of such students in recruiting activities are not difficult to make. Nontraditional vocational students are in an excellent position to provide other students with information on the problems that *they* feel are important, and on solutions

to the problems that *they* feel are effective.

And in addition to treating job-related and school-related problems, both workers and students are effective in treating problems relating to family and friends. Here again, they can expose students to the real experience of real people. They can expose students to their personal feelings about the support, or lack of it, that they are receiving from their families and friends.

12. Other Valuable Resources

Involving nontraditional workers and students in presentations or discussions of potential problems may not always be convenient, or even possible. While it is an excellent way to go, it is certainly not the only way to go.

Case studies are valuable in the treatment of problems affecting nontraditional workers and students. Students can project themselves into the subjects of the case studies, and explore their feelings about the way subjects behave.

Films depicting workers in nontraditional occupations are available from a number of sources. These films generally explore the reasons workers had for choosing nontraditional fields, the problems they had to solve and the rewards they have realized. Such films are valuable as focal points for discussions of both motivation and problems.

NOTE: *The films we have seen deal almost exclusively with women in nontraditional occupations.*

13. Perception and Performance

Regardless of the approach taken to the presentation of information on potential problems and potential solutions, two important things should come through to the students.

- Very often, real problems are not as serious as perceived problems, and though it is difficult to do, we must try to be sensitive to the difference between the two. We tend to perceive problems that we *expect* to perceive, and so sometimes we perceive problems that are not there at all.

- The *bottom line* in any job or program, traditional or nontraditional, is *performance*. Invariably, students and workers in nontraditional fields tell us that, when it is recognized that they can do quality work and carry a fair share of the load, their problems, if there were any, seem to unravel.

INFORMATION ON VOCATIONAL PROGRAMS

14. The Question of How to Get There

Information on the labor market, on occupational fields, on reasons to consider nontraditional fields, and on potential problems is intended to equip students for the kind of occupa-

tional decision-making in which both traditional and nontraditional fields are given fair consideration.

Once students have been helped to address the question of *where* they want to go (in an occupational field), they must then be helped to address the question of *how* to get where they want to go.

To address this question, we must provide two kinds of information.

- Information on the vocational preparation required for entry, and progression, in occupational fields of interest
- Information on the availability of that vocational preparation in the schools

15. *Information on Requirements*

It is likely that much, if not all, of the information covering vocational preparation requirements of occupations will have been provided to students as part of the descriptive information on occupations which they receive. Indeed, questions concerning kind and amount of preparation required for various occupations should be addressed in the process of evaluating occupational fields of interest.

Most published descriptions of occupations include preparation requirements. If occupational descriptions are being designed specifically for a program, school, or school system, vocational preparation requirements should be included.

Information on the skills and knowledge required to enter and progress in various occupational fields can also be incorporated with information on the vocational education programs available to students in a school or school system. In describing the skills and knowledge that can be developed in a vocational program, information on what can be done with the skills and knowledge is a natural complement.

16. *Information on Programs*

Information on vocational education available in a school or school system should include, in one form or another, descriptions of programs overall, courses or course sequences which comprise programs, and modes of presentation or delivery of courses.

But regardless of the design and content of the vocational education information, one *essential* rule must be observed: The information must in no way suggest that any program is more appropriate or more suitable for either male or female students.

In this regard, vocational education information should be handled in the same manner as occupational information: It should be free of terms, pictures, or illustrations that could create or reinforce occupational sex-stereotypes.

17. *Project EVE: A Model*

How information on vocational education is delivered to students may be as important to a recruiting effort as what the information conveys. Project EVE (Equal Vocational Education) has demonstrated a number of approaches to the delivery of vocational education information. These have been designed specifically for recruiting of students for nontraditional programs. (14)

Project EVE was conducted by the University of Houston's Center for Human Resources, and funded by the Texas Education Agency. The project involved the development and demonstration of a model for the recruitment of female students for traditionally male-dominated vocational areas. In cooperation with the Houston Independent School District, the model was demonstrated in the Sam Houston High School.

Based on the demonstration experience, Project EVE suggests that information on vocational programs may be delivered in the following ways.

- Through attractive brochures which accurately describe vocational offerings in a school or school system. Brochures may be used by vocational counselors and teachers in working with students, and by administrators in explaining vocational offerings to parents. Brochures may be mailed to incoming students well in advance of the time they will be making their decisions regarding enrollment in vocational education courses.

- Through tours of vocational education classrooms, designed to familiarize students with vocational programs and facilities. Vocational teachers and students may conduct these tours for all students who are approaching decisions concerning vocational education, and for academic students who may want information on additional programs available to them.

- Through career fairs which introduce both students and faculty to vocational programs available to all students. Booths or tables may be set up in a large area, such as a cafeteria, for each vocational program or course. Vocational teachers and students may display materials, tools, and equipment, or demonstrate skills. Products or services provided by vocational classes may be offered as "door prizes" to increase student interest in attending the career fairs.

- Through vocational education bulletin boards which serve to advertise vocational education within a school.

- Through auditorium programs which inform large numbers of students of vocational education opportunities in nontraditional fields. Programs may employ a number of speakers. A program targeting female students may employ a girl already enrolled in a traditionally male-dominated vocational program; a woman employed in a male-dominated field; an operator of an apprenticeship program that trains women for nontraditional fields; an employer of women in male-dominated fields; vocational counselors responsible for enrolling students in vocational programs.

- Through student mini-courses which encourage students to begin career planning, with emphasis placed on nontraditional vocational programs available in school. The project EVE minicourse consists of four activities, targeting female students: a game designed to show students whether they more closely resemble "Cinderella" or "Today's Woman;" a film covering the history of women in the work force and depicting women currently employed in male-dominated occupations; three case studies illustrating the importance of planning, and the potential value of training in a nontraditional field; a page of information illustrating the probability that they, as women, will work at some time during their lifetimes, and perhaps throughout their lifetimes.

18. Nontraditional Students with Nontraditional Needs

When we present vocational education programs to students, we are, in effect, presenting them with a "means to an end."

We are presenting them with the means to enter, and progress on, the career path of their choice.

And while we might like to think that all of our students recognize this, and that all of our students enroll in vocational programs as a result of sound vocational decision-making, we know that this is not aways the case. Not all students enroll in vocational programs to start on their career paths. No matter how much vocational information and counseling we may provide, some students still enroll in vocational programs to find out whether they *want* to pursue certain career paths.

For some students, this may be the only way to find out.

For students considering nontraditional fields, in particular, this may be the only way to find out.

As a rule, students are not encouraged to look upon vocational education programs or courses as prevocational or career exploration experiences. With few exceptions, vocational education programs and courses are not intended to serve these purposes.

In recruiting students for nontraditional vocational areas, however, we should be especially sensitive to the difficulty of the vocational decision-making process for nontraditional students, and especially sensitive to the possibility that nontraditional students may be embarking on a vocational program with something less than full commitment to the pursuit of their nontraditional field.

While no student should be encouraged to approach a vocational course solely as an exploratory experience, neither should a student be discouraged from approaching a nontraditional vocational course as a test of interest in, or commitment to, a nontraditional field. A nontraditional course may offer the only means of confirming interest or commitment.

Regardless of whether interest or commitment is confirmed, the student is the beneficiary of the experience.

And there may be other beneficiaries of the experience.

When a student enrolls in a nontraditional course - fully committed or not - other students may benefit.

- Other students in the classroom may benefit, especially other nontraditional students whose sense of isolation in a classroom dominated by the other sex may be reduced.

- Other students in the school may benefit, especially those for whom one more nontraditional role model contributes to the personal freedom to consider a nontraditional field.

F. THE DELIVERY OF INFORMATION NEEDED FOR SUCCESSFUL RECRUITING REQUIRES THE COORDINATION OF SCHOOL, SCHOOL SYSTEM, AND COMMUNITY EFFORT

1. *Three Levels of Coordination*

We have discussed the fact that the recruiting of students for nontraditional vocational fields must be an integral part of the totality of vocational education, that it must involve both vocational educators and other educators in a continuum of effort that extends over time, and that vocational educators have both direct and indirect roles to play in recruiting.

We have also discussed the range of information requirements that must be met if students are to be equipped to make sound decisions concerning enrollment in nontraditional vocational programs.

With this as a backdrop, the full scope of an effort to recruit students for nontraditional vocational fields begins to come into focus, and we are prepared to examine the need for coordination or orchestration of all of the elements of recruiting.

Coordination of people, information, and activities must extend across three levels.

- The school
- The school system or school district
- The community

SCHOOL

2. *The School is the First Level of Coordination*

(*Transparency 11*) As we have seen, a recruiting program should involve the delivery of some information and the conduct of some activities that fall outside the normal scope of vocational education.

Vocational educators are central to a recruiting program, but cannot do the whole job alone. We have already observed that, unless all school personnel cooperate in a consistent program to encourage students' consideration of nontraditional vocational fields, vocational educators' recruiting efforts will be seriously compromised. (15)

3. *Administrators*

Administrators are in a position to provide the leadership, and set the tone, for consistent school-wide efforts to eliminate sexism and sex-role stereotyping, and their attendant problems, from every aspect of school function and operation.

Administrators should understand that, by employing members of both sexes in all occupations that exist in the school, valuable nontraditional role models are provided for students.

They should understand that many school staff members may benefit from inservice training designed to help them recognize the problems of stereotyping and bias that can exist in the school - and perhaps in themselves.

They should recognize the importance of establishing, and enforcing, standards governing the use of nonsexist texts, materials, tests, and procedures.

They should recognize the importance of describing all school programs to all parents, and of communicating to all parents the fact that all programs are available to all students.

They should recognize the value of communicating to the community - to employers, civic groups, advisory councils,

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parent organizations - the school's dedication to the elimination of sex bias and stereotyping.

In general, administrators of comprehensive schools and community colleges should be encouraged and helped by vocational educators to do everything possible to eliminate the conditions that could limit students' consideration of nontraditional vocational fields.

Administrators of vocational-technical schools and institutes should recognize that effective recruiting for nontraditional programs is a function of their effective leadership in this area, and should ensure that all vocational educators on staff understand what is expected of them in the school-wide recruiting effort.

4. *All Teachers*

Teachers, because of their extensive contact with students on a daily basis, are in a position to greatly influence students' consideration of, and success in, nontraditional fields.

The study of women in nontraditional vocational programs at the postsecondary level, cited earlier, found that male teachers, particularly vocational education teachers, influenced pursuit of nontraditional fields more than any other school personnel. (It is interesting to note that female teachers were more influential among students in traditional fields.)

All teachers, vocational and nonvocational, should be sensitive to their influence on students' views of nontraditional fields, and should be aware of how easily, and how subtly, their attitudes toward nontraditional fields are transmitted to students. For this reason, teachers should be open to ways to increase self-awareness of attitudes toward male and female roles in society, and to improve ability to recognize the presence of stereotyping and bias in all aspects of their work.

All teachers should recognize the importance of selecting and using texts, materials, tests, and classroom procedures that do not create or reinforce sex-role stereotypes. This includes the use of resource persons that provide role models of both women and men in all occupational fields.

5. *Vocational Teachers*

Vocational teachers influence students' decisions concerning nontraditional fields, both before and after those decisions are made.

Vocational teachers are involved in the development and the presentation of information on vocational offerings in the school, and may be involved in the development and presentation of information on opportunities in occupational fields and on reasons for both male and female students to consider all occupational fields.

Vocational teachers are then involved in the support of the

nontraditional students who have decided to enroll in their classes.

Support for nontraditional students in the classroom is an especially important responsibility for vocational teachers, because so many students are affected.

- The nontraditional students themselves, who deserve every chance for success in the classroom
- The other students in the classroom, whose stereotypes and biases (if there are any) may be reduced
- The other students in the school, whose perceptions of successful nontraditional students may affect their consideration of nontraditional programs

Vocational teachers should recognize the importance of providing the right kind of support to nontraditional students. On one hand, these students may perceive problems not perceived by the other students in the classroom, and may feel the need for special help. On the other hand, these students will not want to be overprotected or treated as peculiar in any way. This means that the teacher must be understanding and responsive, but must use restraint in actions that could in any way suggest that the nontraditional student cannot do all of the same work expected of the traditional student in the classroom.

6. Counselors

Counselors are in a position to provide students with the bulk of all information and support needed for fair consideration of opportunities in nontraditional fields. They are in a position to make students aware of opportunities in all occupational fields, and help students develop the personal freedom to pursue any opportunity of interest.

Even though the potential effectiveness of counselors may be limited by high counselor-student ratios, and by time spent in record-keeping and administrative duties within a school, they are critical to the success of a recruiting program. Of all personnel in a school, counselors should be most sensitive to the need to eliminate the stereotypes and biases that constrain vocational decision-making, and most enthusiastic about a recruiting program which gives balanced treatment to both traditional and nontraditional opportunities.

Counselors should also be most sensitive to the ways in which their own stereotypes and biases affect the counseling they provide to students, and most receptive to information and activities (e.g., in-service training programs) that help to eliminate their personal stereotypes and biases from their contacts with students.

Counselors should be aware of the many ways in which the role of women in society is changing. They should have timely

and accurate information on the position of women in the labor force, and should also be aware of the successful experience of both men and women in nontraditional occupations in the labor force, and in nontraditional vocational programs in the schools.

Counselors should recognize the importance of selecting and using occupational information that does not create or reinforce occupational sex-stereotypes, and should recognize the need to exercise great care in the use of career interest inventories (as we have already discussed).

In general, counselors in comprehensive schools and community colleges should be helped by vocational educators to understand all of the ways in which counseling activities impact on the success of recruiting for nontraditional vocational programs.

Counselors in vocational-technical schools and institutes should recognize that they are the logical coordinators of all recruiting efforts in their schools and institutes, and should take the lead in guaranteeing sex-fair recruiting efforts.

7. Librarians

Librarians should definitely not be overlooked by those who implement recruiting programs. Though their contact with students may not be as direct as that of teachers and counselors, the role they play in recruiting is important.

Librarians are in a position to alert students to the possible presence of sexism in any of the materials they may read and should do so.

Librarians should ensure that students are exposed to books, periodicals, pamphlets, and posters that depict both men and women in nontraditional occupations.

Through displays or special [illegible]grams, librarians may even contrast material that creates or [illegible]forces sex-role stereotypes with material that does not.

Librarians should monitor publishers, film distributors, and government agencies for print and audio-visual materials dealing with issues of stereotyping and bias, women in the labor force, and related topics of potential value to both students and school staff.

Vocational educators should encourage librarians to take an active role in the recruiting effort within a school, and should advise librarians on the kinds of information and activities that might help free students of the stereotypes and biases that limit their consideration of all vocational fields.

8. Students

Finally, in coordinating recruiting efforts within a school, we should recognize the many ways in which students can contribute to recruiting goals. It is clear that students are very much subject to the influence of their peers. For many students, peers may be as influential as parents.

It is important, therefore, that recruiting programs take full advantage of those students who are able to reflect positively on their experience in their nontraditional vocational programs.

We have already cited examples of ways in which nontraditional students serve as role models for other students. By guiding student tours of vocational education facilities, by assisting in career fairs or career days, and by making presentations in auditorium programs, nontraditional students contribute a measure of credibility to the recruiting effort.

9. *Student Organizations*

Nontraditional students may also benefit other students, and themselves as well, by becoming involved in the student vocational education organization that is appropriate to their field of study (VICA, DECA, FFA, FHA, HERO, FBLA, etc.). By meeting and working with traditional students in a vocational club environment, separate from the classroom environment, nontraditional students may reduce traditional students' resistance to their presence in the classroom, and may help change traditional students' attitudes concerning occupational sex-stereotyping.

Student vocational education organizations already play valuable roles in the recruiting of vocational education students in general. But if their memberships are comprised of both male and female students, and if they make special efforts to show that both males and females are active in the vocational fields which they represent, these organizations can contribute greatly to nontraditional recruiting goals as well.

As advisors to these student organizations, vocational educators should ensure that all members are aware of the ways in which they can work to eliminate sex bias and stereotyping in their chosen vocational fields.

SCHOOL SYSTEM

10. *The School System is the Second Level of Coordination*

(*Transparency 12*) Effective recruiting for nontraditional vocational programs requires that vocational educators work with both personnel and students of other schools in their system or district.

Vocational educators should work with those schools from which prospective vocational students may be coming, as well as those schools to which their vocational graduates may be heading.

11. *Feeder Schools for Secondary Programs*

Work with the "feeder" schools in the system - the schools from which students will be coming - is *essential* to an effective recruiting program. Vocational educators must ensure that feeder schools are doing everything possible to prepare students for sound vocational decision-making and for fair consideration of all vocational fields. Vocational educators

cannot afford to assume that feeder schools will do this without their encouragement and assistance.

The encouragement and assistance may take many forms.

For vocational educators at the senior high school level, the encouragement and assistance to junior high schools may include

- written and/or verbal presentations to school staff, covering the objectives of recruiting for vocational education in general, and for nontraditional vocational programs in particular;
- vocational education brochures for students, primarily ninth-grade students, describing all of the vocational programs available to them at the senior high school level, and all of the occupational fields that they may prepare for;
- presentations to students, again describing the vocational programs and occupational fields available to them, and stressing the fact that all programs and occupations are open to all students;
- participation in career exploration mini-courses or programs in which all occupational fields are examined by all students.

Students in nontraditional vocational programs should be involved as much as possible in the presentations to junior high school students. In informal discussions, nontraditional students can answer questions that the junior high school students raise, and can provide excellent role models to which the junior high school students can relate.

Vocational educators should also urge counselors to work with both school personnel and students in the feeder schools. Counselors can participate in the presentations to both staff and students in the junior high schools, and can serve as valuable resources in any junior high school efforts aimed at elimination of stereotyping and bias from vocational planning.

12. Feeder Schools for Postsecondary Programs

For vocational educators at the postsecondary level, work with feeder high schools should follow the same pattern.

Postsecondary vocational educators should brief senior high school staff on recruiting efforts, and should provide senior high school students with information on programs available to all postsecondary students.

Students in nontraditional vocational programs at the postsecondary level should be involved in the presentations - especially if they are graduates of the high schools in which the presentations are made.

Postsecondary counselors should also be involved in the presentations, and should maintain on-going working relationships with the counselors in the feeder high schools, to provide them with any information they may need on postsecondary vocational programs.

13. *Value of Presentations on Postsecondary Programs*

Vocational educators at the senior high school level should actively encourage the presentations of the postsecondary vocational educators, students, and counselors.

These presentations provide all vocational students with information on which to base further educational planning.

They provide nontraditional vocational students with assurance that programs of interest are indeed open to them at the postsecondary level.

And they provide this same assurance to students who may be considering enrollment in a nontraditional vocational program. For these students, information on attractive nontraditional programs at the postsecondary level can provide an incentive for enrollment in prerequisite nontraditional programs at the secondary level.

COMMUNITY

14. *The Community is the Third Level of Coordination*

(*Transparency 13*) Vocational educators have always known that community support and involvement are essential to a successful vocational education program. Indeed, vocational educators have pioneered efforts to bring the community and the schools closer together, through cooperative education and work experience programs, and through craft committees and advisory councils of various kinds.

And now that we have turned our attention to the recruitment of students for nontraditional vocational programs, community support and involvement take on added importance.

We have discussed the need for all school personnel to cooperate in a consistent effort to stimulate students' consideration of all occupational fields, and to extinguish notions of traditionalism and nontraditionalism in occupations.

Obviously, if such an effort is to be truly consistent, it must extend beyond the walls of the school.

If students experience one thing in the school, and another thing outside the school, the credibility of the school experience is weakened.

If students are encouraged to consider nontraditional vocational programs in the school, but are not encouraged to do so outside the school, the effectiveness of a recruiting program is limited.

The goal for vocational educators is to maximize the extent to which the community provides reinforcement for what the students experience in the school; to maximize the extent to which the community encourages students' consideration of nontraditional vocational fields.

15. Parents

Parents must receive a great deal of our attention.

We have already noted that, for most students, parents exert the greatest "outside" influence over vocational decision-making. The influence is greater than that of any school personnel.

Vocational educators must attempt to harness this "parent power" and direct it toward the goals of the recruiting program.

Parents can contribute to their children's awareness of opportunities in all occupational fields, and can contribute to their children's personal freedom to pursue any opportunity of interest.

Parents should be encouraged to do this, and should be helped to do this. Vocational educators should work with all other school personnel in a consistent effort to ensure that parents are aware of

- the rationale for their children's consideration of nontraditional fields,
- the schools' efforts to expose all students to all occupational fields,
- the schools' efforts to free students from considerations of traditionalism and nontraditionalism in vocational choice,
- the full range of vocational programs available to their children,
- the full range of occupational fields available to their children through these programs,
- the importance of the role they play in their children's vocational choice.

Parents can be made aware of these things through materials sent directly to the home; through presentations at orientation meetings held at the beginning of each school year; through presentations at PTA and other parent organization meetings; through consultations with administrators, teachers, and counselors throughout the school year.

16. Parents in Schools

While the goal is to capitalize on parents' influence in the home, the potential value of parents in the school should

not be overlooked. Many schools survey parents to determine their interest in serving as resources to teachers and counselors in vocational education and career education programs, and to identify the kinds of occupational training or experience they would be willing to share with students.

Surveys such as these offer an excellent means of identifying parents with training or experience in nontraditional occupational fields; parents who may be willing to serve as nontraditional role models in the schools.

17. Business and Industry

Business and industry has a major role to play in reinforcing the credibility of any program to recruit students for nontraditional vocational fields.

In fact, representatives of business and industry are the *only* ones who can confirm for students that all opportunities in their organizations are open to all applicants; that workers are actually employed in occupations dominated by the other sex; and that workers are actually successful in occupations dominated by the other sex.

And it is important to note that representatives of business and industry are the only ones who can confirm these things for school personnel as well - for administrators, teachers, and counselors whose skepticism concerning job opportunities in nontraditional areas may be communicated to students considering nontraditional vocational programs.

Most vocational educators maintain some kind of ongoing contact with businesses and industries in their communities, to keep abreast of developments in equipment, materials, and procedures, and to keep abreast of employment trends. Major employers are called upon to serve on craft committees and advisory councils, and to provide cooperative education and work experience for vocational students.

This means that for most vocational educators, mechanisms for involvement of business and industry in recruiting for nontraditional fields already exist.

Vocational educators should use these mechanisms, or create new ones if necessary, to make individual contacts with area businesses and industries

- to make them aware of the schools' efforts to introduce students of both sexes into the supply of trained workers in all occupational fields;
- to encourage managers and supervisors to participate in auditorium programs, career fairs, etc., to present information on their companies' employment opportunities for all students, and to present information on nontraditional workers in their companies;

- to request that workers in nontraditional areas be allowed to participate in school programs, career fairs, etc., in order to provide valuable role models for students;

- to elicit their cooperation in the conduct of field trips or on-site programs in which students could observe workers in nontraditional jobs, and in which students could obtain hands-on experience in nontraditional areas;

- to arrange for employment interviews for students who are approaching graduation in nontraditional vocational fields.

The overriding concern of employers is that they obtain the best person for the job. Vocational educators can anticipate that managers and supervisors who have employed workers in nontraditional fields will report that the best person for a job may be either a man or a woman; that performance on the job is the most important criterion in evaluating any worker on any job.

Vocational educators can also anticipate that workers in nontraditional fields will verify that performance on the job is the key to acceptance and success.

This does not mean that employers or workers will not, or should not, talk with school personnel or students about potential problems to be encountered in a nontraditional job. Both employers and workers are in an excellent position to describe, and in some cases, debunk, the problems that can arise when a man or a woman enters a working environment dominated by the other sex. Employers and workers together may serve as testament to the fact that the problems which arise, if any, can be solved.

18. Unions

Unions also have major roles to play in reinforcing the credibility of nontraditional recruiting programs, and should be involved in recruiting efforts in much the same way as business and industry.

Union representatives should be contacted along with representatives of business and industry, and their involvement in all school activities designed to illustrate opportunities for both men and women in all occupational fields should be sought.

Of special interest to many students may be the opportunities that exist in the unions' apprenticeship programs. Apprenticeship program personnel who have had experience with apprentices in nontraditional areas are well equipped to discuss both the programs in general and the problems that may be experienced by any apprentice.

19. Other

Other community organizations, including civic/service

Community Organizations

groups, churches, and media, can serve to publicize and promote the objectives of a nontraditional recruiting program throughout a community, and help to create an atmosphere of awareness and acceptance of the concepts of equal opportunity which underly the program.

The memberships of civic and religious groups are comprised of employers and workers, men and women, parents and students. All are able to benefit from information on their schools' efforts to expose all students to all occupational fields, and from information on the *reasons* that all students should be encouraged to consider all occupational fields.

Brochures or brief reports describing both the "what" and the "why" of recruiting for nontraditional fields should be made available to every community group that expresses an interest in the schools' efforts. A survey of community organizations can both determine interest and create interest. Brochures or reports should be inexpensive, so that schools can afford to produce and disseminate relatively large quantities of them, and should be easily reproducible by others.

To the extent possible, vocational educators and other school personnel should make themselves available to key community organizations, to respond to their inquiries concerning the recruiting program, and to serve as resources for presentations or discussions of nontraditional recruiting and its underlying concepts.

20. Media

The value of media support for a nontraditional recruiting program is obvious. Few members of a community are not reached every day by television, radio, and newspapers. Positive media coverage of a program increases the chances for awareness and acceptance of that program throughout the community.

Media coverage of a nontraditional recruiting program and/or its underlying concepts (i.e., elimination of sex-role stereotyping, sex bias, traditionalism in occupational choice) can take many forms. A program may be approached as "news" and be described in a news telecast, broadcast, or newspaper article. Or it may be approached as "public service" and be discussed on local public service talk shows, or cited in public spot announcements.

Vocational educators should ensure that all local media are aware that special efforts are being made in the schools to recruit students for nontraditional vocational fields, and that local media are aware of the rationale for the recruiting program. Public relations or community relations personnel of the school system should be enlisted in the effort to make the media aware of the program.

Vocational educators and other school personnel should make themselves available to the television and radio stations and

the newspapers, to provide information on the program, or to participate in interviews or discussions.

21. In Summary

All of the recruiting efforts we have discussed are aimed at the creation of equality of opportunity in vocational education and employment.

They are aimed at the creation of equality of opportunity for all students; for both sexes.

But we cannot improve the recruiting information that we provide to students without in some way improving vocational education in general.

We cannot improve the vocational decision-making process without in some way improving vocational education in general.

We cannot improve our working relationships with other educators without in some way improving vocational education in general.

And we cannot improve our contacts with the community without in some way improving vocational education in general.

It follows, then, that when we achieve equality of opportunity for all of our students, we will have achieved something of value for ourselves as well.

PART III

QUESTIONS/ACTIVITIES

1. Do you understand, and can you explain, the difference between students' recognition of vocational opportunities and students' personal freedom to act on vocational opportunities?

2. Can you name four major vocational education areas dominated by women?

3. Can you name four major vocational education areas dominated by men?

4. Can you name the four kinds or categories of information (discussed in the text) that should be available to students as part of a recruiting effort?

5. Does the labor market information available to your students meet the criteria described in the text (page 33)?

   5a. If it does meet these criteria, are you personally confident that students are using the information and that students' questions concerning the labor market are being answered?

   5b. If it does not meet these criteria, do you know where to obtain information that does?

6. Can you describe three steps that vocational educators can take to minimize problems that may be created by vocational interest tests?

7. Based upon your experience and observations, what problems, if any, are students *likely* to have in nontraditional vocational classes?

   7a. Based upon your experience and observations, what problems, if any, do most students *believe* they will have in nontraditional vocational classes?

7b. Can you describe how you would minimize any of the problems identified in Question 7?

7c. Can you describe how you would deal with any of the perceived problems identified in Question 7a?

8. Can you describe four ways (such as those suggested by Project EVE) in which information on available vocational programs can be delivered to students?

9. You are responsible for designing and implementing a recruiting program in which all students will be exposed to, and encouraged to consider, all available vocational options. What *one* thing would you ask each of the following persons to do in order to help you?

- o An administrator
- o A nonvocational teacher
- o A vocational teacher
- o A counselor
- o A librarian
- o A nontraditional student
- o A teacher or counselor in a feeder school

10. You are responsible for organizing community support for a recruiting program in which students will be encouraged to consider both traditional and nontraditional vocational opportunities. What *one* thing would you ask each of the following persons to do in order to support the recruiting program?

- o A parent
- o An employer
- o A union representative
- o A nontraditional worker
- o A civic group leader
- o A media representative

NOTES

1. Information on women in the labor force is available in numerous publications which may be obtained from the U.S. Department of Labor. Publications of the Employment Standards Administration, Women's Bureau, include *Women in the Labor Force, March 1977-1976*, April 1977, *Why Women Work*, July 1976 (Revised), *Women Workers Today*, 1976.

   Charts summarizing women's employment status are also published by the Women's Bureau.

2. Examples of representation of women in occupations are drawn from 1970 Census of Population data reported in *Changes in Occupational Characteristics: Planning Ahead for the 1980's*, Table B-6, published in 1976 by the Conference Board, Inc., 845 Third Avenue, New York, N.Y.

3. Differences in the earnings of men and women are described and discussed in a 1976 publication of the Department of Labor Women's Bureau: *The Earnings Gap Between Women and Men*. Examples of earnings differences for individual occupations are also contained in the report of the Conference Board, Inc., Table B-5 (Note 2, above).

4. A discussion of reasons for differentials in the earnings of women and men is contained in the *Manpower Report of the President*, April 1975, Chapter 3: The Changing Economic Role of Women. This report was prepared by the U.S. Department of Labor's Manpower Administration, and by the U.S. Department of Health, Education, and Welfare's Office of Human Development.

5. Recent U.S. Department of Labor projections are found in the 1976 *Employment and Training Report of the President*, prepared by the U.S. Department of Labor's Employment and Training Administration, and by the U.S. Department of Health, Education and Welfare's Office of Human Development.

6. An excellent discussion of the future labor market picture for women is contained in the Conference Board's *Changes in Occupational Characteristics: Planning Ahead for the 1980's* (Note 2, above).

7. Data on enrollments of women in vocational education programs in 1975 were obtained for this package from the Planning Office of the Bureau of Occupational and Adult Education, U.S. Office of Education. The data were obtained from a draft document being prepared by the Planning Office.

8. Vocational education enrollment data are described in Chapter II of *Learning a Living Across the Nation*, Volume 5, Part 1, published by Project Baseline, Northern Arizona University, Flagstaff, Arizona, in November, 1976.

9. This study, produced in November 1976 by Morgan V. Lewis, Lynne Warfield Kaltreider and others, is entitled *Attempts to Overcome Sex Stereotyping in Vocational Education*.

10. This study, published in November 1976 by Roslyn D. Kane and others, is entitled *A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Training Schools.*

11. The complex subject of impact of career interest inventories on women's career development is covered in *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*, edited by Esther E. Diamond for the National Institute of Education's Career Education Program, and published Spring, 1975.

12. Examples of employment barriers which may be faced by women are contained in *WIN Training Manual, Increasing Job Options for Women by Non-Traditional Job Placement*, prepared for the U.S. Department of Labor in April, 1975 by the Center for Human Systems, Inc., 2021 L Street, N.W., Washington, D.C.

13. An excellent review of research on parental influence on women is contained in Chapter 3 of *Emerging Woman, Career Analysis and Outlooks*, edited by Samuel H. Osipow, and published in 1975 by the Charles E. Merrill Publishing Company, Columbus, Ohio.

14. The description of Project EVE experience is contained in *EVE, Equal Vocational Education*, prepared in 1976 by Jane Lerner, Fredell Bergstrom, and Joseph E. Champagne of the Center for Human Resources, University of Houston, Houston, Texas, for the Division of Occupational Research and Development, Texas Education Agency.

    Materials and instructions for replicating Project EVE are contained in an *EVE, Equal Vocational Education* manual written by Fredell Bergstrom and Joseph E. Champagne.

15. A good review of the roles of school personnel in the expansion of nontraditional opportunities for students is contained in the Executive Summary of *Attempts to Overcome Sex Stereotyping in Vocational Education* (Note 9, above).

APPROACHES TO EXPANDING NONTRADITIONAL OPPORTUNITIES FOR VOCATIONAL EDUCATION STUDENTS

- PART I: A RATIONALE FOR THE ENTRY OF WOMEN INTO TRADITIONALLY MALE-DOMINATED OCCUPATIONAL FIELDS IN THE LABOR FORCE

- PART II: THE IDENTIFICATION OF OCCUPATIONAL FIELDS LIKELY TO OFFER THE GREATEST OPPORTUNITIES FOR BOTH MEN AND WOMEN

- PART III: APPROACHES TO THE RECRUITING OF STUDENTS FOR NONTRADITIONAL VOCATIONAL AREAS

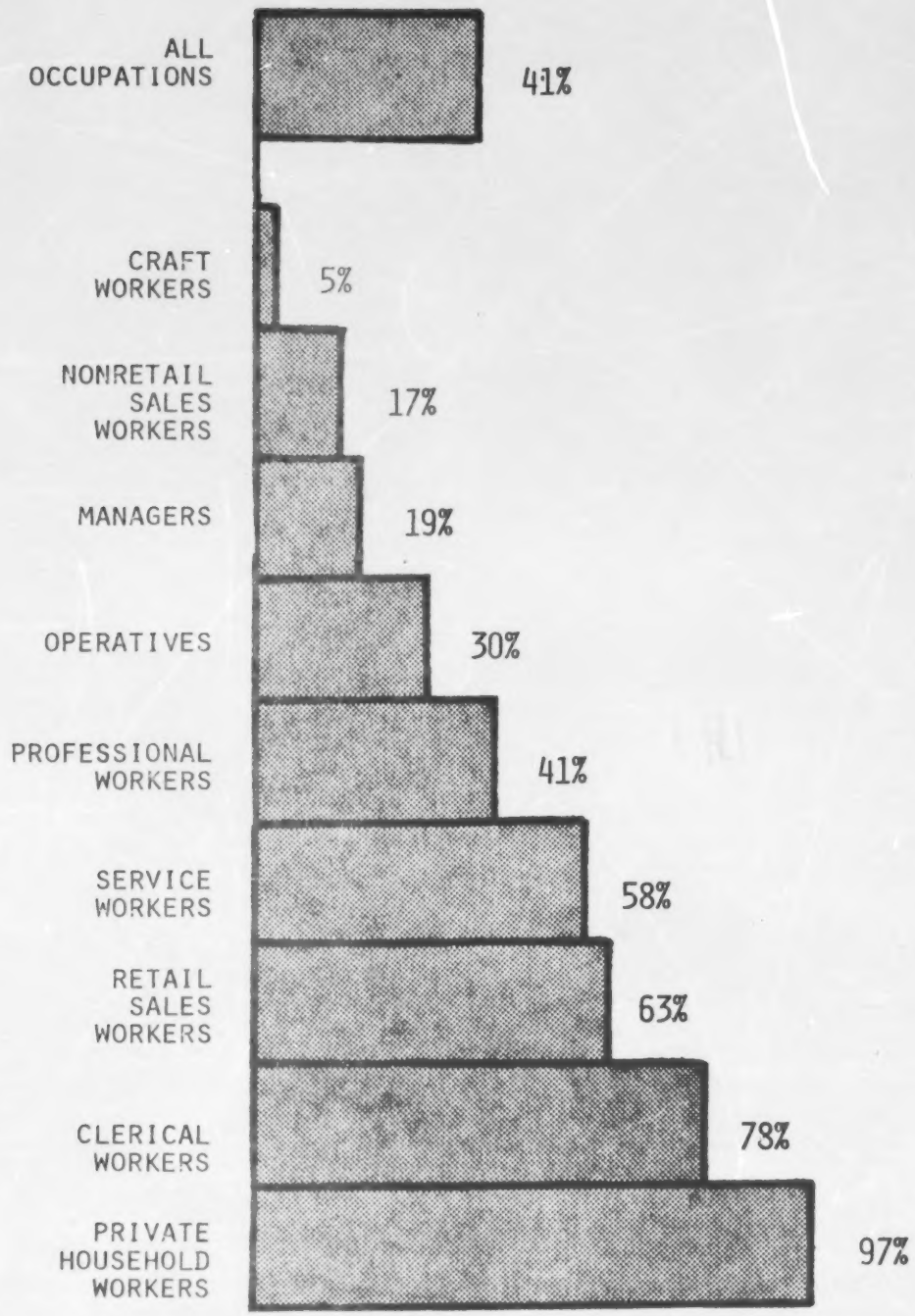
PART I: A RATIONALE FOR THE ENTRY OF WOMEN INTO TRADITIONALLY MALE-DOMINATED OCCUPATIONAL FIELDS IN THE LABOR FORCE

A. WOMEN WORK FOR THE SAME REASONS THAT MEN WORK: TO MEET FINANCIAL RESPONSIBILITIES OF HOME AND FAMILY, TO ACHIEVE A SENSE OF CONTRIBUTION TO SOCIETY, TO ACHIEVE A SENSE OF PERSONAL FULFILLMENT

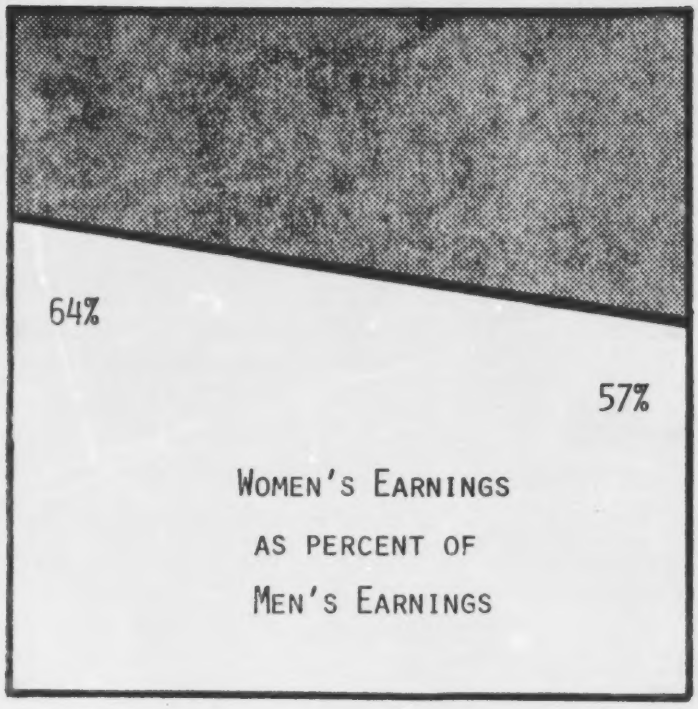
B. OPPORTUNITIES FOR WOMEN TO MEET FINANCIAL RESPONSIBILITIES AND ACHIEVE SOCIETAL AND PERSONAL GOALS HAVE BEEN LIMITED BY THE FACT THAT WOMEN HAVE BEEN CONCENTRATED IN RELATIVELY FEW OCCUPATIONAL FIELDS IN THE LABOR FORCE. THEY HAVE BEEN CONCENTRATED IN OCCUPATIONAL FIELDS IN WHICH EARNINGS ARE LOW

C. RESPONSIBILITIES AND GOALS OF ALL WOMEN WANTING AND NEEDING TO WORK CANNOT BE MET IN TRADITIONALLY FEMALE OCCUPATIONAL FIELDS. WOMEN MUST BE PREPARED TO ENTER THE NONTRADITIONAL MALE-DOMINATED OCCUPATIONAL FIELDS IN WHICH GREATER OPPORTUNITIES FOR EARNINGS AND ACHIEVEMENT ARE FOUND

WOMEN'S REPRESENTATION IN THE LABOR FORCE



THE EARNINGS GAP . . . . . IS WIDENING



PART II: THE IDENTIFICATION OF OCCUPATIONAL FIELDS LIKELY TO OFFER THE GREATEST OPPORTUNITIES FOR BOTH MEN AND WOMEN

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B. ANALYSIS OF LABOR MARKET DATA SHOULD BE DESIGNED TO MEET THE OCCUPATIONAL PLANNING AND DECISION-MAKING NEEDS OF BOTH WOMEN AND MEN IN VOCATIONAL EDUCATION

ASSUMPTIONS CONCERNING LABOR MARKET INFORMATION

- VOCATIONAL EDUCATORS ARE ALREADY COLLECTING THE BEST AVAILABLE LABOR MARKET DATA

- VOCATIONAL EDUCATORS ARE ALREADY ASSEMBLING LABOR MARKET DATA IN A FORM THAT DOES NOT SUGGEST THAT SOME OCCUPATIONS ARE WOMEN'S AND SOME OCCUPATIONS ARE MEN'S

LABOR FORCE PROJECTIONS 1974 - 1985

- THE GREATEST PERCENTAGE GROWTH WILL BE IN
  - SERVICE OCCUPATIONS (NOT PRIVATE HOUSEHOLD)
  - CLERICAL OCCUPATIONS
  - PROFESSIONAL AND TECHNICAL OCCUPATIONS

- THE GREATEST PERCENTAGE GROWTH IN DISTRIBUTION OF WORKERS WILL BE IN
  - CLERICAL OCCUPATIONS
  - SERVICE OCCUPATIONS (NOT PRIVATE HOUSEHOLD)
  - PROFESSIONAL AND TECHNICAL OCCUPATIONS

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C. RECRUITING INVOLVES VOCATIONAL EDUCATORS AND OTHER EDUCATORS IN A CONTINUUM OF EFFORT AIMED AT BROADENING CAREER OPTIONS CONSIDERED BY STUDENTS

D. VOCATIONAL EDUCATORS PLAY BOTH DIRECT AND INDIRECT ROLES IN RECRUITING FOR NONTRADITIONAL VOCATIONAL PROGRAMS

E. A RECRUITING PROGRAM MUST ENSURE THAT STUDENTS' INFORMATION REQUIREMENTS ARE MET

F. THE DELIVERY OF INFORMATION NEEDED FOR SUCCESSFUL RECRUITING REQUIRES THE COORDINATION OF SCHOOL, SCHOOL SYSTEM, AND COMMUNITY EFFORT

VOCATIONAL PROGRAMS DOMINATED BY WOMEN

- Consumer and Homemaking
- Occupational Home Economics
- Health
- Business and Office

VOCATIONAL PROGRAMS DOMINATED BY MEN

- Agriculture
- Technical
- Trades and Industry

CONCEPT OF RECRUITING FOR VOCATIONAL EDUCATION

- RECRUITING EFFORTS EXTEND ACROSS MANY DIFFERENT FUNCTIONS AND ACTIVITIES, WITHIN VOCATIONAL EDUCATION PROGRAMS AND OUTSIDE OF VOCATIONAL EDUCATION PROGRAMS AS WELL

- RECRUITING EFFORTS EXTEND OVER TIME, AND ARE NOT FOCUSED ON ANY SINGLE POINT IN A STUDENT'S DEVELOPMENT

FOUR CATEGORIES OF RECRUITING INFORMATION

- CURRENT AND FUTURE OPPORTUNITIES AND EARNINGS ACROSS ALL OCCUPATIONAL FIELDS IN THE LABOR MARKET
- REASONS TO CONSIDER NONTRADITIONAL OCCUPATIONAL FIELDS
- PROBLEMS TO BE OVERCOME IN PURSUIT OF NONTRADITIONAL OCCUPATIONS
- VOCATIONAL PREPARATION NEEDED, AND AVAILABLE, IN NONTRADITIONAL OCCUPATIONAL FIELDS

COORDINATION OF RECRUITING IN SCHOOL

- Administrators
- Teachers - Nonvocational
- Vocational Teachers
- Counselors
- Librarians
- Students
- Student Organizations

COORDINATION OF RECRUITING IN SCHOOL SYSTEM

- VOCATIONAL EDUCATORS AT THE SENIOR HIGH SCHOOL LEVEL WORK WITH STUDENTS AND STAFF IN JUNIOR HIGH "FEEDER" SCHOOLS

- VOCATIONAL EDUCATORS AT THE POSTSECONDARY LEVEL WORK WITH STUDENTS AND STAFF IN SENIOR HIGH "FEEDER" SCHOOLS

COORDINATION OF RECRUITING IN COMMUNITY

- Parents
- Business and Industry
- Unions
- Community Organizations
- Media

BARRIERS TO EXPANDING NONTRADITIONAL OPPORTUNITIES FOR VOCATIONAL EDUCATION STUDENTS

Developed by

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INTRODUCTION

This training package is intended to help vocational educators - teachers, counselors, and administrators - acquire an understanding of the need to expand nontraditional opportunities for students in vocational education, and an understanding of some of the barriers that must be overcome in the expansion of nontraditional vocational opportunities. In essence, the package is intended to help vocational educators help vocational students - primarily female students - overcome those barriers to freedom of vocational choice and vocational development that exist within themselves, as a function of the socialization process they have experienced, and those barriers that exist in the schools and in the labor market.

The package is intended to help vocational educators recognize ways in which barriers may manifest themselves in the behavior of female students, and ways in which schools and employers reinforce and perpetuate the sex-role stereotypes and occupational sex-stereotypes that created the barriers in the first place.

The package gives special attention to the combined problems of sex stereotyping and bias and racial/ethnic stereotyping and bias that must be faced by minority women.

The package does not cite the legislation that addresses equal opportunity in education and employment, nor does it cite the prohibitions against sex stereotyping and bias contained in the current vocational education legislation. What the package *does* present is information to aid vocational educators in their realization of the intent of the current legislation.

The focus of this package is on vocational education students at the secondary and postsecondary levels. It does not address the additional barriers to nontraditional vocations that are often faced by adult women. The information on barriers that is treated in this package, however, applies in general to all women. Vocational educators who are, or who will be, responsible for working with adults should find the information of interest and potential value.

ORGANIZATION OF PACKAGE

The information in this training package is presented in three major parts:

- PART I: Evidence of Barriers to Equal Vocational Education
- PART II: Nature of Barriers to Equal Vocational Opportunity
- PART III: Additional Problems of Minority Women Wishing to Expand Career Options

Each of these parts is divided into lettered sub-parts which contain major concepts and/or categories of information.

Each of these sub-parts is further divided into numbered paragraphs or groups of paragraphs which contain individual ideas and/or information items.

The titles of the numbered paragraphs are presented in the margin to the left of the paragraphs. These titles contain key words describing the idea and/or information contained in the paragraphs.

This package is designed to be used as an outline and script for training leaders, and/or a text for trainees.

Questions and Activities

Following each of the three major parts of this package is a sheet containing questions to be answered and/or activities to be conducted by trainees. These questions and activities are intended to serve as a check on the understanding of the concepts and information that have been presented in the part, and as reinforcement for the understanding of the concepts and information.

In some cases, the questions and activities address specific concepts and information, contained in the part. In some cases, the questions and activities ask trainees to project their thinking beyond the specifics covered in the part.

How these questions and activities are used, and whether they are used, is optional in each training situation. Training leaders may opt for questions or activities to be approached by individuals or by groups. Training leaders may also opt for questions or activities to be structured or unstructured. If used in a structured manner, they may serve as an assessment of individual or group progress in training.

Transparencies

In presenting this training package, transparencies may be used with an overhead projector to call trainees' attention to some of the key concepts and information items contained in the package.

Throughout the package, the points at which transparencies may be used in conjunction with the material being presented are indicated. The transparency numbers given correspond to transparency masters contained in a section at the end of the package. These masters may be used by training leaders to produce the transparencies to be projected.

The transparency masters do not contain any information that is not covered in the same or similar form in the text of the training package. Therefore, while the use of transparencies can strengthen the presentation of the package, their use is optional.

It should be noted that Transparency Master I provides an overview of the three major parts of the package. A transparency made from this master may be

projected at the beginning of the presentation of this package, to provide trainees with an overview of the overall training program to follow.

Notes

Numbers in parentheses found at various points throughout the training package refer to notes listed at the end of the package. These notes describe the sources from which statistical data and other information have been drawn for the package, and also describe the publications from which additional related information may be obtained by interested training leaders or trainees.

USE OF OTHER TRAINING RESOURCES

Over the past several years, publishers, film producers, government agencies and other organizations have been producing print and audio-visual materials which cover the topics of equality of opportunity in education and employment in general. Many of these materials deal with problems of sex stereotyping and bias, and many also deal with workers in nontraditional occupational fields.

Training leaders should consider the use of films, slide-tape presentations, brochures, and pamphlets to supplement and underscore the concepts and information contained in this training package. The package does not require the use of any additional print or audio-visual materials, but a training program may be enhanced by the use of interesting and relevant materials of good quality.

Resource persons may also be used to supplement and underscore the points made in this training package. Experts in the areas of equal education and employment opportunity are certainly nice to have, but valuable inputs to a training program can also be made by vocational educators who have had experience in combatting sex stereotypes or working with nontraditional students, by employers of women or men in nontraditional occupations, and by students in nontraditional programs. Again, the package does not require the use of resource persons, but a good resource person can add to the interest and the impact of a training program.

DEFINITIONS OF SOME IMPORTANT WORDS

This training package addresses, in general, the need for equality of opportunity in vocational education and employment, and the need to recognize and overcome sex stereotypes and biases which limit equality of opportunity. The terms used in this package are those with which most vocational educators are already familiar. Although it is unlikely that the words most frequently used in this package will have very different meaning to different trainees, it is well for training leaders and trainees alike to understand that the meanings intended for these words are in strict accordance with their dictionary definitions.

Some important words are the following:

- Equal: Alike in quality, nature, or status; alike for each member of a group, class, or society. To be equal is to regard or affect all persons or objects in the same, impartial way.

- **Equality:** The quality or state of being equal.

- **Stereotype:** Something conforming to a fixed or general pattern; a standardized mental picture that is held in common by members of a group, and that represents an oversimplified opinion, affective attitude, or uncritical judgment.

  Sex-role stereotypes are those in which specific societal roles are linked, and believed to be appropriate, to members of one or the other sex.

  Occupational sex-stereotypes are those in which specific occupations are linked, and believed to be appropriate, to members of one or the other sex.

- **Bias:** An inclination of temperament or outlook; a highly personal and unreasoned distortion of judgment; a prejudice.

- **Discriminate:** To make a difference in treatment or favor on a basis other than individual merit, or on a categorical rather than individual basis.

- **Discrimination:** The act of discriminating.

- **Tradition:** The handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instruction; an inherited pattern of thought or action; cultural continuity in social attitudes and institutions.

  Traditional occupations, in the context of this training package, are those customarily held by members of one or the other sex.

  Nontraditional occupations, in the context of this training package, are those not customarily held by members of one or the other sex.

A PERSPECTIVE ON STATISTICS

In the first part of this training package, statistics describing the status of women in society, the position of women in the labor force, and the position of women in vocational education are presented.

In considering all of these data, training leaders and trainees alike should be mindful of one important point: We are not concerned here with statistics. We are concerned, rather, with the *people* these statistics represent.

PROGRAM EVALUATION

It is recommended that training leaders evaluate each training program conducted using this training package. The purpose of an evaluation is to determine whether a program was a success in terms of training objectives *and* in terms of trainees' objectives. The results of an evaluation are also valuable in terms of planning subsequent training programs.

An evaluation form need not be lengthy or complicated. A few simple questions can be directed to trainees' (1) understanding of the key concepts and information presented in the program; (2) ability and/or desire to take action on problems and ideas treated in the program; and (3) recommendations for improvements in the training program.

BARRIERS TO EXPANDING NONTRADITIONAL OPPORTUNITIES FOR VOCATIONAL EDUCATION STUDENTS

PART I: EVIDENCE OF BARRIERS TO EQUAL VOCATIONAL OPPORTUNITY

INTRODUCTION/OVERVIEW (Transparency 1)

The traditional roles of women are changing, and more women are now wanting and needing to work. Opportunities for women to move beyond traditional work roles have been limited, however, and vocational educators should be aware of the limitations faced by women. In Part I, evidence of limitations or barriers to the vocational development of women is offered.

- *The position of women in the labor force is evidence of the limitations that have been placed on women's vocational development.*
- *Vocational education enrollment patterns reflect the limitations that have been placed on the vocational choice of women.*
- *The behavior of women suggests that major barriers to the expansion of career options may exist WITHIN women; it suggests that major barriers are created by the socialization process.*

A. CURRENT POSITION OF WOMEN IN THE LABOR FORCE IS AN INDICATION THAT LIMITS HAVE BEEN PLACED ON THE VOCATIONAL DEVELOPMENT OF WOMEN

1. Changing Roles of Women

Over the past several years, the traditional roles of women have changed. They have changed in the economy.

And they have changed in the family. (1)

- In 1950, women comprised less than 30 percent of the civilian labor force. Now, women comprise over 41 percent of the labor force.
- In 1950, less than 34 percent of all women, 16 years of age and over, were in the labor force. Now, 48 percent of all women are participating in the labor force.
- In 1967, both husbands and wives worked in 43.6 percent of all families. Now, both husbands and wives work in over 47 percent of all families.
- In 1970, 37 percent of all mothers of school-age children worked outside the home. Now, over 46 percent of all wives with children under 18 years of age are participating in the labor force.
- In 1970, 29 percent of all mothers of pre-school children were working or looking for work. Now, 37 percent of the mothers of pre-school children are working or looking for work.

2. Women Need to Work

Why are these changes occurring?

What accounts for the increased labor force participation of women in all situations?

Is it simply that more women are choosing to work; choosing to seek the sense of contribution and personal fulfillment that may be associated with the work experience?

Or is the motivation to work more basic than that; more closely associated with the need to meet financial responsibilities?

While we might like to think that all women - indeed, all workers - may find some sense of contribution and personal fulfillment in their work, there is some strong evidence to suggest that this is not the primary motivator for work.

- 23 percent of all women in the labor force are single.
- 19 percent are widowed, divorced, or separated.
- 26 percent are married to husbands whose annual income is less than $10,000 (which is approximately the Bureau of Labor Statistics estimate of income for a low standard of living for an urban family of four).

These percentages indicate that 68 percent of the women in the labor force are working primarily because of economic need at some level.

This need may vary from one situation to another, of course.

- Single women must support themselves, and often must support other family members.
- Widowed, divorced, or separated women often must serve as family heads, and do so in one out of every eight families in the United States. Well over half of these female family heads are in the labor force.
- Married women often must contribute to family income, and in general, the lower the husbands' income, the higher the wives' labor force participation rate.

In answering our questions concerning the changes in women's traditional roles and the increasing participation of women in the labor force, we must consider the following.

- Men and women are marrying at later ages
- The birth rate is declining
- The divorce rate is increasing
- The cost of living is increasing

When we add the increasing level of women's educational attainment and changing social values to this list, we clearly see a situation in which more women are available for work, more women want to work, and more women need to work.

3. *Imbalance in Labor Market Preparation*

And this leads to the question of where women are finding the work to meet their economic and personal needs.

There are approximately 39,000,000 women in the labor force, and about 36,000,000 of these women are employed. Over half are employed in two major occupational areas.

- 35 percent are clerical workers
- 18 percent are service workers (other than private household workers)

Of the balance of the women in the labor force, most are employed as professional and technical workers and as operatives (other than transport equipment operatives).

(*Transparency 2*) In terms of labor market representation, women comprise

- 97 percent of the private household workers
- 78 percent of the clerical workers
- 63 percent of the retail sales workers
- 58 percent of the service workers
- 41 percent of the professional and technical workers
- 30 percent of the operatives
- 19 percent of the managers
- 19 percent of the nonretail sales workers
- 5 percent of the craft workers

And so, while women constitute 41 percent of the total work force, they are far from being fairly represented across all of the major occupational areas.

And they are far from being equally represented, relative to their numbers, across all of the individual occupations within these major areas. Consider these few examples. (2)

- In the clerical area, women are dominant as secretaries, stenographers, typists, and calculating, bookkeeping, and billing machine operators.

  Men are dominant as real estate appraisers, shipping and receiving clerks, computer and peripheral equipment operators.

- In the retail sales area, women are dominant as salesclerks selling less expensive merchandise.

  Men are dominant as salesworkers selling more expensive merchandise which usually earns sales commissions.

- In the service area, women are dominant as child care workers, hairdressers and cosmetologists, and nursing and health aides.

  Men are dominant as firefighters and law enforcement officers.

- In the professional and technical area, women are dominant as noncollege teachers and as registered

nurses, dietitians, occupational and physical therapists, and health-related technicians.

Men are dominant as engineering and other non-health-related technicians, computer programmers, and drafters.

- In the operative area, women are dominant as non-factory dressmakers and seamstresses, sewers and stitchers, and solderers.

  Men are dominant as truck drivers and delivery and route workers, grinding, cutting, and other precision machine operators, and welders and flame cutters.

In the other major occupational areas, the situation is fairly obvious.

At 97 percent representation, women almost completely dominate the private household worker field.

And with such low representation in the managerial and administrative, nonretail sales, and craft and kindred fields, women are dominant in very few occupations (e.g., interior decoration, window dressing).

4. *The Earnings Gap*

The imbalance in representation of men and women across occupational areas, and the imbalance of male and female dominance of occupations within these areas, leads to significant differences in the earnings of men and women as groups. (3)

In 1974, median wage and salary income for men and women looked like this:

MAJOR OCCUPATIONAL AREA	WOMEN'S INCOME	MEN'S INCOME	WOMEN'S INCOME AS PERCENT OF MEN'S INCOME
Professional and technical	$ 9,570	$14,873	64.3
Managerial and administrative	8,603	15,425	55.8
Sales	5,168	12,523	41.3
Clerical	6,827	11,514	59.3
Craft and kindred	6,492	12,028	54.0
Operative	5,766	10,176	56.7
Service	5,046	8,638	58.4
Private	2,676	--	--

NOTE: *So few women are employed as farmers, farm managers, farm supervisors and laborers that data on their income in these fields is generally not published.*

(*Transparency 3*) Most disturbing, perhaps, is the fact that the earnings gap between men and women, rather than narrowing over the years, is actually widening. In 1955, women's earnings were almost 64 percent of men's earnings. In 1974, women's earnings were only 57.2 percent of men's. And this is occurring in spite of the fact that women have begun to move into male-dominated occupational fields, and in spite of the fact that legislation, affirmative action initiatives, and court decisions have supported equal opportunity for women in the labor force.

5. *Explaining the Gap*

The divergence of men's and women's income levels over the years has been analyzed from a number of different standpoints. (4) Increases in the income of working women have been substantial, but have not kept pace with the increases in men's income.

Some believe that factors such as extent of part-time employment, level of job responsibility, amount of education, extent of union membership, and length of time in the labor force explain the differential in men's and women's income. Indeed, most labor force growth over the past several years has been due to the entry of women, and so a large proportion of women are at or near the entry level of their occupational fields.

But not all of the differential in income levels can be explained in terms of factors such as these, and the fact remains that some of the differential can only be explained in terms of continuing discrimination in what women are hired to do, and what they are paid for doing it.

6. *The Vicious Circle*

The search for an explanation for women's disadvantaged position in the labor force ultimately leads us around to the question of what women are choosing to pursue in the labor market, and what women are preparing themselves to pursue in the labor market.

- Women's wages and salaries are depressed because women are so heavily concentrated in a few relatively low-skill occupational fields. The ample supply of women workers in these few fields creates a condition in which wages and salaries will continue to be depressed.
- The heavy concentration of women in these fields is a result of the fact that too many women are choosing to enter these fields.
- Too many women are choosing these fields because of the tendency of women, especially younger women, to choose the fields in which they feel most comfortable; i.e., the fields in which most other women are found.
- The tendency to choose female-dominated fields exists because it has been encouraged by both men and women in all segments of our society.

- The encouragement to choose female-dominated fields is based on a number of factors relating to the sex-role stereotypes and occupational sex-stereotypes which pervade our society.

We are dealing, then, with a kind of "chicken or egg" problem in which women are not in most occupational fields because they haven't prepared for them, and women are not preparing for these occupational fields because other women are not in them.

Perhaps "vicious circle" more aptly describes what is occurring.

And if it does, then our objective must be to break the circle.

B. VOCATIONAL EDUCATION ENROLLMENT PATTERNS REFLECT THE FACT THAT LIMITS HAVE BEEN PLACED ON THE VOCATIONAL CHOICE OF WOMEN

1. *Vocational Education Mirrors the Labor Market*

Examining enrollments in vocational education programs should be somewhat like holding a mirror up to the labor market.

Enrollments in vocational education programs should reflect, in general, the need for workers in the related occupational fields.

Sometimes, when we hold the mirror up to the labor market, the reflection does not align with vocational enrollments.

Sometimes it aligns very well.

And sometimes it aligns *too* well.

Case in point:

The position of women in the labor force, and the position of women in vocational education programs.

These align too well.

The concentration of women in traditionally female occupational fields in the labor force is accurately reflected in the enrollments of traditionally female vocational programs.

2. *Imbalance in Vocational Enrollments and Opportunities*

Between 1972 and 1975, no data were assembled at the national level on enrollments in vocational education by sex. For this reason, most analyses of women in vocational education have been based for the past few years on the 1972 enrollment data.

(Transparency 4) These data revealed some interesting, and disturbing, things. (5)

In 1972, women constituted half of all enrollments in vocational education overall. But half of all the female vocational students were enrolled in consumer and homemaking programs which were not intended to prepare many of them for employment (which is not to suggest in any way that these programs do not impart valuable skills).

And most of the remaining half of the female vocational students were enrolled in programs designed to lead into the traditional, female-dominated fields. Three out of five of the remaining half of the female vocational students were preparing for office occupations.

In the labor force, if one looks inside each of the major occupational fields, one finds separate groups of male- and female-dominated occupations. The same is true for vocational education. For example:

- Within the office occupations area, women dominated the secretarial, stenographic, and clerical classes, whereas the majority of the students in supervisory and administrative management classes were male, and over half of the students in business data processing classes were male.

- In distributive education, female students dominated classes in apparel and accessories, floristry, food services, and home furnishings, whereas male students dominated classes in the potentially more lucrative distributive fields such as industrial marketing, insurance, and real estate.

- In the health occupations area, females constituted 85 percent of all enrollments, but well over half were enrolled in three relatively low-paying fields; practical nurse, nurse associate, and nurses aide.

- In trade and industrial education, women were dominant in cosmetology, personal services, and textile and fabric classes, and were well represented in commercial art and fabric maintenance classes. Men were dominant in all other classes.

In 1972, female students comprised a majority in only 48 of the 136 instructional titles for vocational education used by the U.S. Office of Education.

The traditionally female vocational areas contained 33 wage-earning options; the traditionally male vocational areas contained 95 wage-earning options. Most female students were concentrated in 29 of these courses; most males were concentrated in 84 of these courses.

Male students had almost three times as many wage-earning vocational options as female students.

3. Shifts in Enrollments

The 1975 data on vocational education enrollments by sex show us that there has been some movement away from traditional sex-stereotyped vocational fields by both men and women, but that for women, this movement has been slight. (6)

Between 1972 and 1975, male enrollments increased

- 13 percentage points in health occupations
- 12.9 percentage points in occupational home economics
- 10.2 percentage points in consumer and homemaking
- 17.1 percentage points in office occupations

In this same period, female enrollments increased only

- 3.8 percentage points in agriculture
- .9 percentage point in trades and industry
- .9 percentage point in technical education

4. Enrollment Imbalance Continues

In 1975, according to the Planning Office of the Bureau of Occupational and Adult Education, U. S. Office of Education, male and female enrollments in vocational education across most states were about evenly divided: 51.7 percent male; 48.3 percent female.

In the individual vocational areas, proportions of male and female enrollments looked like this:

VOCATIONAL AREA	PERCENT ENROLLMENT MALE	FEMALE
Agriculture	90.8	9.2
Distributive	57.2	42.8
Health	28.3	71.7
Consumer and Homemaking	18.1	81.9
Occupational Home Economics	26.8	73.2
Office	30.7	69.3
Technical	89.3	10.7
Trade and Industry	87.4	12.6
Special Programs	73.3	26.7

Data published by Project Baseline, Northern Arizona University, also indicate that enrollments in vocational education overall were about evenly divided during the 1974-75 school year: 48.3 percent male; 51.7 percent female. (7)

(The overall male-female proportions reported by Project Baseline just happen to be the inverse of the proportions reported by the U. S. Office of Education.)

Based on data from 45 states, Project Baseline reported the following proportions of male and female enrollments in individual vocational areas.

VOCATIONAL AREA	PERCENT ENROLLMENT MALE	FEMALE
Agriculture	90.6	9.4
Distributive	53.0	47.0
Health	21.7	78.3
Consumer and Homemaking	15.7	84.3
Occupational Home Economics	16.9	83.1
Office	26.5	73.5
Technical	88.3	11.7
Trade and Industry	86.6	13.4
Special Programs	61.6	38.4

The percentage of female students in each vocational area is shown to be higher by Project Baseline than by the U. S. Office of Education. This means that a higher percentage of females may have been present in the male-dominated vocational areas. This also means, of course, that a higher percentage of females may have been present in the female-dominated vocational areas.

Regardless of the variance between these two data sources, the fact remains that the overall patterns of male and female enrollments are the same.

The fact remains that the sex-role stereotypes and occupational sex-stereotypes which have limited the vocational education options of students, especially female students, are still holding.

C. BECAUSE OF SOCIALIZATION PROCESS, MAJOR BARRIERS TO THE EXPANSION OF CAREER OPTIONS FOR WOMEN MAY BE FOUND WITHIN WOMEN THEMSELVES

1. *Women are Choosing Traditional Fields*

Data on women in the labor force and in vocational education programs clearly indicate that a problem exists for women.

The labor force data and the vocational enrollment data are not a problem.

Rather, these data represent the symptoms, or the results, of a problem. When we trace the real problem back from these

symptoms or results, we find that, for most women, it is lodged somewhere in the process of vocational choice.

The fact is that, for the most part, women are *choosing* the relatively few, generally low-paying, traditionally female occupational fields. And they are doing so despite information to indicate that, in many cases, better opportunities for career development may be found elsewhere in the labor market and in vocational education.

This suggests that major barriers to expansion of career options for women may exist within women themselves.

And there is evidence that this is the case.

2. *Evidence of Internal Barriers*

(*Transparency* 5) Over the past several years, a great deal of research has been done on the factors affecting the vocational choice and the vocational development of women.

The results of much of the research suggest that, even if external barriers to the career development of women are removed (i.e., discriminatory barriers to the enrollment of women in certain educational programs and the employment and advancement of women in certain nontraditional occupational fields), internal barriers will continue to inhibit the career development of women. (8)

- It is likely that fear of failure is higher among women than it is among men. This is due to differences in the socialization processes of women and men. Women learn that, to *control* their environment, they must depend on social skills and affiliations with others. Men learn that, to *master* their environment, they must develop technical skills and competence.

- Discrepancies between vocational aspirations (i.e., what one would like to do) and vocational expectations (i.e., what one expects to be doing) are greater for women than for men. Women are more likely to believe that the occupations they will ultimately pursue will be at a lower level than those they aspire to.

- The vocational decisions made by women suggest that their self-esteem is lower than that of men. Women, more than men, tend to choose occupations that require relatively low levels of ability.

- Women, more than men, may tend to attribute successful performance on a task to luck rather than ability. Initial confidence in one's personal ability to perform on a task has a lot to do with how one actually performs on that task. In a test

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situation, women have been found to possess less initial confidence than men, and more feelings of inadequacy.

- Women tend to be more vocationally immature than men. This vocational immaturity is associated with low self-esteem or poor self-concept. Women who feel inadequate for the world of work will express these feelings in career decisions that are inappropriate and unrealistic.

- Vocational immaturity among women is also related to sex-role conflicts that women feel. The broader a woman's view of her role, the more vocational maturity she will possess; the more traditional her view of her role, the less vocational maturity she will possess.

- Women who aspire to traditionally female occupational fields tend to see themselves as more feminine than women who aspire to nontraditional fields. Women seeking traditional fields are likely to project some of their own achievement motivation onto their future husbands.

- Women who aspire to nontraditional, male-dominated fields tend to see themselves as more independent, self-confident, autonomous, and achieving than women with a traditional orientation to occupations. Even so, some nontraditional women do not feel they are successful, or that they are behaving in a normal way. They are concerned about their identities, and see greater conflict between career and marriage than the traditional women.

- The same socialization process that develops fear of failure in women may also develop fear of success. It is theorized that many women experience anxiety about high achievement because they believe that negative consequences will be associated with high achievement; they believe that high achievement will compromise their femininity. Women with a fear of success, therefore, will avoid the development of interests and competencies that might lead to competition with men.

- As students in elementary and secondary schools, females generally outperform males in reading, writing, literature, and music, and fall below males in science, mathematics, citizenship and social studies. (It should be noted that science and mathematics provide the foundation needed for success in many technical education programs.) In the early elementary years, male and female students exhibit fairly equal performance in most

of the male-dominated scholastic areas. By the secondary years, however, female students have fallen below male students in these areas. Across all age groups, females consistently outperform males in only one area: writing.

3. *Barriers Reflect Socialization*

These items provide a variety of views of internal barriers to the career development of women.

In general, the barriers that exist within women relate to the way in which women are socialized in our society.

The barriers reflect the fact that many women have been socialized to feel inadequate for the world of work, and to feel conflict between feminine roles and many occupational roles.

The barriers also reflect the fact that many women have been socialized to feel conflict between feminine roles and educational and occupational achievement in general.

In considering these internal barriers to the career development of women, we must recognize that a coherent and consistent body of research in this area does not exist. The populations that have been studied are diverse, and methodologies and definitions have varied from one study to another.

Even so, we can profit from this general awareness of the ways in which the socialization of women often manifests itself in vocational decision-making and in educational and occupational performance. And we can profit from this general awareness of the reasons that so many women choose to enter the relatively few, generally low-paying, traditionally female occupational fields.

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PART I

QUESTIONS/ACTIVITIES

1. Do you know what percent of the total labor force is comprised of women?

2. Do you know the labor force participation rate of all adult women?

   2a. Do you know the labor force participation rate of all wives with children under 18 years of age?

   2b. Do you know the labor force participation rate of all mothers of pre-school children?

3. Can you name four social/demographic factors contributing to the increasing participation of all women in the labor force?

4. Can you explain how women's representation across all major occupational groups suggests the existence of barriers to women's vocational development?

5. Do you know the approximate size of the gap between men's current earnings and women's current earnings?

6. Can you explain how women's enrollment across all major vocational education areas suggests the existence of barriers to women's vocational choice?

7. Do you know the approximate size of the gap between the number of wage-earning vocational education courses dominated by men and the number of wage-earning vocational education courses dominated by women?

8. Can you describe five ways in which the behavior of women may suggest the existence of internal barriers to career development?

PART II: NATURE OF BARRIERS TO EQUAL VOCATIONAL OPPORTUNITY

INTRODUCTION/OVERVIEW (Transparency 6)

Attacking barriers to equal vocational opportunity requires understanding of the nature of the barriers. Vocational educators working to expand the career options of women should know something about where women are coming from, and something about where women are going. Part II discusses barriers in the past, the present, and the future of women, and also carries a reminder that equality in vocational education encompasses both women and men.

- *Vocational educators should understand the ways in which the early socialization of girls can limit vocational choice and vocational development.*
- *Vocational educators should understand the ways in which the schools themselves can pose barriers to freedom of vocational choice and development.*
- *Vocational educators should understand the barriers that often must be overcome in order to obtain and maintain employment in nontraditional occupations.*
- *Vocational educators should understand that eliminating barriers to equal vocational opportunity benefits both female and male students.*

A. VOCATIONAL EDUCATORS SHOULD KNOW WHERE WOMEN ARE COMING FROM; THEY SHOULD RECOGNIZE THE WAYS IN WHICH THE EARLY SOCIALIZATION OF GIRLS MAY LIMIT VOCATIONAL CHOICE AND VOCATIONAL DEVELOPMENT

1. Two Conditions for Equal Opportunity

(Transparency 7) In order for equality of opportunity to exist in vocational education, two conditions must be met.

The first condition is that both female and male students must be helped to recognize that they have access to all opportunities in the labor market, and all opportunities in vocational education.

Jobs or programs may be legally, technically, or physically accessible to both women and men, but such accessibility is of little value unless it is clearly recognized.

The second condition is that both female and male students must be helped to feel the personal freedom to act on any of the opportunities of interest to them in the labor market and in vocational education.

Recognition of opportunities is of little value unless students feel free to act on those opportunities.

In combination, these two conditions dictate that both female and male students be helped to recognize that all vocational opportunities exist *for them as individuals*.

2. *Meeting the Conditions*

The first condition should be the easier of the two to meet. Vocational educators, along with other educators, can help all students recognize that a full range of vocational opportunities should be accessible to them.

This can be accomplished by providing both female and male students with the same information on all occupational options available to them in the labor market, and with the same information on all vocational programs available to them in the schools.

Students can be shown that both women and men are present, and are successful to varying degrees in all of the occupational and vocational program options presented to them.

The second condition, however, will be more difficult to meet, for it requires that vocational educators, along with other educators, work to overcome some deeply ingrained barriers to freedom of vocational choice which exist *within* many students.

The difficulty lies in the fact that vocational educators must deal with barriers to freedom which have developed throughout the students' lifetimes, and which have been influenced by a complex network of people and experiences. If we are to help students overcome these barriers, we must understand something about how they are created.

3. *Basic Sex-Role Stereotypes*

We have already identified a number of ways in which internal or personal barriers to career development may manifest themselves in the behavior of women.

In general, the barriers which we observe in the behavior of women have been developed as part of the process of socialization of women in our society. Throughout the early years of life, girls learn what it means to be feminine; boys learn what it means to be masculine.

- Girls learn that they are expected to be emotional, docile, and dependent.
- Boys learn that they are expected to be rational, assertive, and autonomous.

- Girls learn that they are expected to be submissive and conforming.
- Boys learn that they are expected to be aggressive and bold.
- Girls learn that they are expected to behave as the weaker of the two sexes.
- Boys learn that they are expected to behave as the stronger of the two sexes.

It is probably true that the stereotypes attached to the behavior of women and men today have many of their roots in the division of labor which occurred as a necessary part of family survival in the very early days of western society.

The greater physical strength of males cast them in the roles of provider and protector.

Childbearing and nursing were the natural roles of females, and so women never ventured far from the home, although this could vary from society to society.

Today, however, when a clear division of labor based on physical strength is no longer necessary or appropriate, the sex-role stereotypes supporting this division of labor persist.

Indeed, they have permeated every aspect of our society, and every aspect of our personal lives.

4. *The Importance of Parents*

The litany of both obvious and subtle reinforcers of sex-role stereotypes in our everyday lives goes on and on, and most of us have heard it before. When one considers the ways in which family members, peers, the advertising, news, and entertainment media, literature, and churches and schools remind us everyday of the roles that men and women *should* play, it is not surprising that we find evidence of fear of failure, fear of success, low self-esteem, vocational immaturity, lack of confidence in ability, and limited achievement among women.

And when one examines all of these influences on the socialization of women in general, and on the vocational orientation of women in particular, it is not surprising that parents emerge as the most significant sources of influence.

(Transparency 8) Most of us do not need the results of research to confirm that parents exert the greatest influence over all facets of the general development of children. But the research that has been done over the past several years on the factors affecting the career development of women does contain some keys to understanding how parents are involved in the barriers to freedom of vocational choice for women. (9)

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- Girls tend to identify more with their mothers than their fathers, and so the roles that mothers play, and their feelings about those roles, greatly influence girls' development.

- Mothers serve as role models for their daughters. Associations have been found between mothers who possess stereotypically feminine personality characteristics and limited career interests in children.

- Mothers' work orientations can significantly influence daughters' work orientations. Career-oriented women are much more likely than noncareer-oriented women to have mothers who are employed, or who have been employed.

- Maternal employment seems to be associated with less traditional sex-role concepts of daughters.

- The tendency of many women to devalue feminine competence may be inherited from nonworking mothers who do not provide role models of success in the world of work.

- The tendency of many women to harbor negative feelings about the dual role model which combines home and occupational roles may be inherited from mothers who do pursue the dual model role, but who experience negative personal consequences as a result.

- The closeness of a relationship may be an important variable. Women who view homemaking as more important than a career report close relationships with their mothers; women who view careers as more important do not report close relationships with their mothers.

- Girls who prefer "feminine" occupations tend to identify with their mothers, whereas girls who prefer "masculine" occupations tend to identify with their fathers.

- Working mothers in nontraditional, more than traditional fields, tend to report their fathers' approval of women working outside the home.

- Some studies show that creative women and role-innovating women report having equally intense relationships with both parents, or autonomous relationships with both parents.

- The parents of women in nontraditional vocational programs may be more knowledgeable about and

supportive of their daughters' career choices than the parents of women in traditional programs.

The research overall shows a fairly consistent pattern of maternal influence on the career development of women. Daughters of employed women are more likely to want careers extending outside of the home than daughters of housewives.

It also appears that the type of occupational field chosen by women is influenced, to some extent, by degree of identification with one parent or another. Identification with mother suggests interest in traditional feminine fields; identification with father suggests interest in nontraditional masculine fields.

Fathers' influence on daughters' career development is certainly not clear at this time. It is possible that the socio-economic status provided for the family by the father has the most direct bearing on the career development of women. But the data are inconsistent in regard to the direction in which women are inclined to move if they are products of high socio-economic families, or low socio-economic families.

In most cases it appears that high socio-economic status motivates career achievement, as well as pursuit of a wider range of career possibilities, including nontraditional career possibilities. In some cases, however, low socio-economic status is related to a high degree of career commitment among women.

5. *Other Influential Persons*

Parents, of course, are not the only persons exerting influence on the direction of a woman's career orientation.

Women often mention peers and teachers as being influential in their career planning and decision-making.

And in most cases, male peers and teachers are more influential than female peers and teachers.

Perhaps the most influential persons, other than parents, are husbands, fiancés, and boyfriends.

6. *Combining Career and Family*

Although much research has been done on the causes of internal barriers to the career development of women, there are inconsistencies across the studies. Different populations and methodologies have been involved, and so, not surprisingly, different findings have surfaced.

In general, however, the research shows that the cards are stacked against the career development of women at two levels.

- First, they are stacked against a woman choosing a role outside of the home at all.

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- Second, for a woman who does choose to work outside the home, they are stacked against her choosing anything other than a traditional, female-dominated field.

This means that vocational educators working to overcome barriers to the expansion of career options for women must face difficulties at two levels.

- First, most female students' orientation to work in nontraditional fields is likely to be weak.

- Second, for many female students, the orientation to work in *any* field is likely to be weak.

Vocational educators can anticipate that, because of the socialization process, most female students' career orientation will be combined with their marriage/family/home orientation.

That is, most female students may be expected to approach career planning in the context of their future plans for marriage, rearing children, and maintaining a home.

This orientation, obviously, places many constraints on career planning in school, and on career decision-making throughout life.

7. *Using Knowledge of Socialization Process*

What can vocational educators do with this knowledge of the barriers to freedom of vocational choice that exist within so many women?

How can it help in overcoming barriers to the expansion of career options for women?

(Transparency 9) Answers to these questions will vary from one vocational educator to another, but in general, knowledge of barriers within women has the *potential* to help vocational educators help female students in a number of ways.

- Awareness that the "vocational behavior" of female students is a function of lifelong socialization should reduce frustration in dealing with female students who seem reluctant to consider or commit themselves to nontraditional vocational fields - or any vocational fields. As frustration decreases, effectiveness in dealing with students should increase.

- Awareness of the extent to which girls identify with their mothers, especially in the housewife role, should provide a key to the kinds of information and counseling needed to stimulate interest in career planning in general, and vocational education in particular. Information on "the facts

of working life" can be used to encourage girls to question whether the life they want to lead, or are likely to lead, should follow the model exhibited by their mothers. Information covering the probabilities of women needing and/or wanting to work, regardless of their current plans for marriage and family, can be useful in this regard.

- Awareness that many girls may have been "turned off" to career planning by working mothers who held negative perceptions of their own experiences should suggest that role models of women *successfully* combining responsibilities in the home and the labor force are needed. Indeed, many vocational teachers and counselors can speak to this based on their own successful experience. And many students, as well, can describe successful dual role models that exist in their homes.

- Awareness of the importance attached to femininity in the socialization process should lead to the provision of information and counseling which establishes and/or reinforces the notion that femininity, or the absence of it, should *not* be a function of the occupational field one pursues. Role models of women for whom femininity is clearly not compromised in nontraditional fields can be effective. Vocational educators and students alike should be aware that the concept of femininity is changing in our society.

- Awareness that identification with fathers can result in greater receptivity to nontraditional vocational options should lead to encouragement for girls to think more, and/or learn more, about the roles of their fathers in the workplace and in the home. This is not to say that girls should be encouraged to identify only with their fathers. This is to suggest that girls can learn about work in nontraditional areas from their fathers, and that girls can profit from an effort to relate to their fathers' roles.

- Awareness of the importance of parents in the socialization process and the career development process in general should lead to efforts to maximize the positive value of parental influence on female students. Through all forms of contact with parents, vocational educators and other educators should remind parents of how influential they really are, and should illustrate to parents how easily their roles, and their feelings about their roles, are transmitted to their children. Parents must understand that the values and expectations which they transmit may directly affect the freedom of vocational choice - and ulti-

mately the quality of life - experienced by their daughters.

- Awareness that most women approach vocational planning in the context of marriage/family/home should alert vocational educators to the need for information and counseling which stresses the concept of lifelong vocational development. Female students should be helped to understand the circumstances under which it may be desirable or necessary to integrate family roles with work roles outside the home, and they should be helped to understand that proper vocational planning extends beyond the first occupation one pursues following graduation.

Vocational educators' knowledge of barriers to the career development of women should, itself, be shared with female students who are entering, or considering, vocational education.

Students should be helped to grasp the "big picture," and they should be helped to understand how the process of socialization has affected the way they look at the world in general, particularly the world of work.

B. SCHOOLS THEMSELVES POSE MANY OF THE BARRIERS WHICH LIMIT THE VOCATIONAL CHOICE AND VOCATIONAL DEVELOPMENT OF WOMEN

1. *Schools Can Contribute to Problem*

As we have discussed, equality of opportunity in vocational education means that all students recognize that they should have access to all opportunities in the labor market and in vocational education, and that all students realize the personal freedom to act on the opportunities they recognize in the labor market and in vocational education.

And as we have discussed, helping students acquire a sense of personal freedom of vocational choice involves helping them to recognize and overcome the barriers to freedom of vocational choice that may have been instilled throughout a lifetime of socialization.

This poses a difficult task for vocational educators.

And it is made even more difficult by the fact that many schools, rather than extinguishing sex-role stereotypes that limit vocational choice and vocational development actually reinforce stereotypes.

Many schools, rather than providing an environment that is free from inhibiting influences of sex-role stereotypes, actually

provide an environment in which stereotypes were originally acquired.

In vocational education, we are concerned with how students choose an area of vocational interest and how students prepare to pursue that area of interest.

This means that we are concerned with vocational counseling and vocational instruction and the ways in which sex-role stereotypes may manifest themselves in vocational counseling and vocational instruction.

(Transparency 10) In both counseling and instruction, barriers to freedom of vocational choice for female students may be posed by people and by materials.

2. *What We Expect of Counselors*

Counselors carry the primary responsibility in the schools for helping all students select the vocational fields which align most closely with their personal needs, interest, aspirations, and abilities.

- In meeting this responsibility, counselors are expected to establish helping relationships with students in which invalid reasons for considering, or not considering, any vocational option are weeded out.
- The vocational decisions that are made are supposed to be the students' decisions, and counselors are expected to exercise caution in transmission of their own attitudes and values to the students.
- In working with students, counselors are expected to be relatively free of the stereotypes and biases which limit sex roles in society in general and the work force in particular.

We expect a lot of counselors. Too much, perhaps.

Amanda Smith, a leader in the effort to expand vocational opportunities for women, observed recently: "Every single one of us is biased, even those of us who are paid not to be." (10) This statement acknowledges the fact that we are all products of a lifelong socialization process that has instilled in us certain sex-role stereotypes and biases.

- Some are obvious; some are subtle.
- Some are easy to recognize; some are difficult to recognize.
- Some we can eliminate from our behavior simply by becoming aware of them; some we do not eliminate from our behavior even when we become aware of them.

As students and as practitioners, counselors must engage in introspection. They must examine their personal feelings about clients and the problems of clients, and must move toward a point at which these personal feelings do not interfere in their helping relationships with clients.

3. What We Should Understand About Counselors

Of all school personnel, counselors should be most aware of and most sensitive to the ways in which sex-role stereotypes and biases can manifest themselves in their own behavior, and in the behavior of others.

It is reasonable to expect this.

But is it reasonable to expect that counselors, as individuals, should be most able to ignore or deny the influences of sex-role stereotypes and biases that have been so deeply ingrained throughout life? (11)

- It has been reported that counselors do perceive certain jobs to be appropriate for females, and certain others to be appropriate for males, and that additional counseling is likely to be recommended for any student choosing a nontraditional career goal. In one study, counselors expressed willingness to work with clients regardless of their expressed career goals, but nonetheless viewed nontraditional masculine career goals as less appropriate for women than traditional feminine career goals. Female counselors were most acceptant of clients with nontraditional goals, but still believed that these clients needed further counseling.

- Another study reported that counselors did not discourage students from considering nontraditional occupations, but that when students did indicate an interest in a nontraditional area, they were queried concerning the seriousness of their interest. It was suggested that such querying served to discourage students' interest in their nontraditional choices.

- A study of counselors in clinical settings has shown that counselors believe that women should be less agressive, independent, and active, and that men should be less religious, gentle, and aware of the feelings of others. Of special significance is the fact that when clinicians were asked to indicate the characteristics of a mentally healthy adult they indicated the characteristics of a mentally healthy man.

Studies have shown that many students perceive parents, and sometimes peers, as having more influence on career development than counselors. It is difficult to estimate the true impact of counselors in this regard, in that counselors represent just one element in a complex network of influences that shape the career

development of students.

No one would deny, however, the potential positive impact of counselors who are able to deal effectively with their own stereotypes and biases, and who are able to help students deal with theirs.

Nor would anyone deny the potential negative impact of counselors who allow their stereotypes and biases to be transmitted to students, and who reinforce the stereotypes and biases that are present in the students.

Regardless of our feelings about what counselors should or should not be able to accomplish for themselves, and regardless of our feelings about what counselors do or do not accomplish for students, the fact remains that counselors can serve either as a catalyst to freedom of vocational choice for women, or as a barrier to freedom of vocational choice for women.

4. *Two Categories of Counseling Materials*

Counseling materials can have a lot to do with whether the counseling experience proves to be a catalyst or a barrier to women.

There are two basic categories of counseling materials that we must be concerned about.

These two categories of materials support the two conditions, discussed earlier, which must be met in order to ensure equality of opportunity in vocational education.

The first category is comprised of materials which are used to help students recognize that they have access to a full range of occupations in the labor market. The second category is comprised of materials which are used to help students develop the personal freedom to act on vocational opportunities of interest.

5. *Occupational Information Materials May Reinforce Stereotypes*

Materials in the first category include occupational information kits, catalogs, booklets and brochures, film, slide-tape presentations -- all print and audio-visual media used to describe occupations.

A study group entitled Women on Words and Images recently analyzed 84 sets of career information materials (randomly selected from approximately 600 sets of materials assembled by the Educational Products Information Exchange). (12) Of the materials selected, 28 were designed for use at the elementary level, and 56 were designed for use at the secondary or higher level.

The analysis covered the number of times occupations were assigned to men, women, or both, and also covered such indicators as the numbers of males and females appearing in illustrations, the language used to indicate gender, the content of the written materials, and the sex of the narrator in the audio materials.

The analysis revealed that at both the elementary level and

secondary level, there were *five* men's occupations presented for every *two* occupations presented for women.

- Males appeared in 68 percent of the illustrations; females appeared in 32 percent of the illustrations.
- On films, records, and cassettes, there were 37 male narrators and one female narrator. Males and females shared the narration of three sets of materials.
- Many of the materials did not acknowledge the changing roles of males and females, and presented only the traditional male and female roles in occupations.
- Many of the materials were aimed only at one sex, and presented only traditional occupations for men or women.
- Many of the materials presented men and women in nonstereotyped roles, but only in a token or superficial manner.
- Materials were found in which reasonable numbers of females were presented in work roles, and in which language used was generally nonsexist. Still, these materials contained examples of imbalance in the numbers of occupations presented for males and females, and inconsistencies which undermined efforts to show that occupations are open to both sexes.

Across all materials, three patterns of bias emerged.

- Marriage and family responsibilities were generally assigned to women. Examples indicated that women, not men, leave jobs to marry and rear families.
- Materials stressed that grooming is important to the success of working women. Only one example of grooming advice was found for men.
- The language used in most of the materials examined was found to be sexist. Use of the generic "he" in reference to men and/or women, and use of the suffix "man" in reference to men and/or women was found in 84 percent of the materials. In many cases, the materials were inconsistent in this regard from one reference to another.

Of the materials sampled, four sets were devoted entirely to the changing roles of women, and two of these reinforced the notion that women's career options are linked to their family responsibilities.

Vocational educators must recognize the ways in which stereotyping and bias in occupational information can prevent

students from recognizing that they, as individual men and women, have access to all options in the labor market. Materials must be screened for evidence of the types of problems we have discussed, and problem materials should be modified or eliminated and replaced to the extent possible. If materials must continue to be used, the stereotypes and biases present must be pointed out to students and can serve as the basis for discussions of stereotyping and bias problems.

6. *Vocational Interest Inventories May Limit Options*

The second category of counseling materials with which we are concerned includes materials which are used to help all students gain the personal freedom to act on the vocational opportunities which they recognize, i.e., the materials which would help students relate themselves personally to the vocational options they see. These materials are the vocational or career interest inventories. (13)

Most vocational educators are familiar with interest inventories -- the Kuder Occupational Interest Survey, the Kuder Preference Record, the Strong Vocational Interest Blank, the Minnesota Vocational Interest Inventory, the Ohio Vocational Interest Survey, and the Holland Self-Directed Search, to name a few.

In general, interest inventories use one of two different approaches to linking the interests of students to career fields in which they are likely to find satisfaction.

- The first approach, found in the widely-used Kuder and Strong inventories, is based on the belief that an individual is likely to be satisfied in an occupation if personal characteristics and likes and dislikes are the same as those of the persons who are employed in that occupation.

- The second approach, found in the Ohio and the Holland inventories, is based on the belief that an individual likes activities that are similar to those required in that occupation.

Both of these approaches have built-in limitations affecting the assessment of women's interests.

- The approach which relates students' interests to those of workers in occupations relies upon observations of what has happened in the past, and assumes that the socialization process for people in occupations will remain essentially unchanged. If it is assumed that occupational fields will continue to be filled by the same kinds of people that have filled them in the past, then there will continue to be many male-dominated fields for which there are no interest assessment scales for women, and no way to predict the potential satisfaction of women who enter those fields.

- The approach which relates students' interests to activities found in occupations is clearly affected by the socialization process. Whether an individual indicates like or dislike for an activity depends upon whether the individual has had any experience with the activity, and whether the individual has been encouraged (by social pressure) to like or dislike the activity. For example, women are generally not given opportunities to learn to like mechanical repair and are generally not told that they should like it. The probability that women will ever be pointed in the direction of occupations involving mechanical repair, therefore, is low.

7. Problems are Varied and Complex

In addition to these problems, which are basic to the design of interest measurement instruments, there are other problems which add to the concern that current interest inventories are sex restrictive.

- Some instruments present occupational titles that suggest that certain jobs may be more appropriate for women than men, and vice-versa. Titles such as actress and salesman are examples.

- With one exception, interest inventories use separate forms for men and women. On most women's forms, information on traditional women's occupations, not male-dominated occupations, is provided.

- Inventories use different item pools for the male and female forms; that is, items that would suggest entry into certain occupations are presented on the men's form and not the women's form, and vice-versa.

Many testing specialists have suggested that, in an effort to counteract the occupational sex-stereotyping inherent in the separate forms of interest inventories, both forms of the inventories should be administered to women.

In addition, Title IX of the Education Amendments of 1972 has been interpreted as requiring that when counselors provide students with results or inventories based on same-sex norms (i.e., women's scores based on norms established by women), they must also provide students with results based on opposite-sex norms (i.e., women's scores based on norms established by men).

While many believe that this will lessen the sex-restrictiveness of interest inventories, there is much disagreement within the testing field in regard to the effect that this will actually have on the sex-fair counseling of women. Several researchers believe that the use of men's interest scales on women is both inappropriate and ineffective.

One testing expert reported recently that when opposite-sex norms are used to generate students' interest profiles, students'

scores in traditional career areas are *higher* than they normally are when same-sex norms are used. When opposite-sex norms are used, students' scores in nontraditional career areas are *lower* than they normally are when same-sex norms are used.

This means that interest profiles based on opposite-sex norms can reinforce, rather than combat, occupational sex-stereotypes.

8. *Help May be on the Way*

The Strong Vocational Interest Blank has recently been revised to produce a "unisex" vocational interest inventory. This new inventory, entitled the Strong-Campbell Interest Inventory, uses a single form for both men and women. This means that women will be able to use the results of the inventory to compare themselves not only with women working across occupational fields, but with all workers in occupational fields as well.

Research and development leading to another unisex interest inventory is continuing at the American College Testing Program.

The unisex instruments may hold the key to solving many of the problems of sex-restrictiveness or sex bias in vocational interest inventories.

Until this is demonstrated, vocational educators must be sensitive to the fact that, taken at face value, and in the absence of counseling to explain meanings and limitations, vocational interest profiles of women may serve as barriers to expansion of career options.

9. *The Role of Teachers*

Teachers, because of their day-to-day contact with students over extended periods of time, can influence students' attitudes toward nontraditional sex roles and vocational options.

This is true for all teachers in all classrooms. Through word and deed, teachers can reinforce, or can extinguish, the sex-role stereotypes that limit female students' consideration of nontraditional vocational fields, or any vocational fields.

- By using stories and examples in which men are always breadwinners and women are always housewives, or in which men are always doing and women are always helping, teachers reinforce stereotyped perceptions of proper sex-role niches for men and women.
- By assigning "physical" work (such as moving or stacking chairs) to boys, and by assigning "clerical" work (such as sorting or distributing papers) to girls, teachers help students stay in their sex-role niches.
- By referring only to male role models in male-dominated occupational fields, and by referring only to female role models in female-dominated occupational

fields, teachers discourage students' thoughts of ever leaving their sex-role niches.

10. The Special Role of Vocational Teachers

The role of vocational teachers in combatting sex-role stereotypes and in expanding the career options of women is an especially important one. Vocational teachers influence students throughout the career decision-making process, they influence students before initial vocational decisions are made, and after they are made as well.

Vocational educators influence initial vocational decisions through development and presentation of information on vocational offerings in the school, and through development and presentation of information on the opportunities that vocational education can lead to. They influence students after initial vocational decisions are made through acceptance and support of students in the classroom.

Acceptance and support of female students in nontraditional programs is an important responsibility for vocational educators because so many students are affected. Vocational teachers' handling of nontraditional students not only affects the nontraditional students themselves, but it also affects the other students in the classroom and the other students in the school.

By helping nontraditional students to adjust and succeed in the classroom, vocational teachers may reduce the traditional stereotypes and biases held by the other students in the class.

By helping nontraditional students in the classroom, other students in the school are provided with role models of successful nontraditional vocational students.

But vocational educators must understand what it means to provide the *right kind* of support to their female students enrolled in nontraditional programs.

These students may feel some apprehension about their presence in a classroom dominated by the males. They may perceive problems not perceived by the other members of the class, and may feel the need for special help in dealing with their problems.

It is unlikely, however, that these nontraditional students will want to be overprotected or excused from any of the work assigned to other members of the class; it is not likely that they will appreciate, or benefit from, any words or deeds that suggest they are peculiar in any way.

11. The Importance of Vocational Teachers

The importance of vocational educators' influence on female students may be seen in the results of a recent study of women in nontraditional vocational programs at the postsecondary level. (14) This study found that male teachers, particularly vocational teachers, influenced pursuit of nontraditional vocational fields more than any other school personnel. The study also found that

female teachers were more influential than male teachers among women in traditional vocational fields. (This is not surprising, since so few female teachers are present in male-dominated vocational fields.)

Another study of nontraditional students -- this one at the secondary level -- provides another view of the role of vocational teachers. (15) In this study, 20 percent of the female students in nontraditional programs perceived their teachers to be neutral, rather than encouraging, in regard to their nontraditional vocational choices. Only eight percent of the females in traditional programs felt they lacked encouragement from their teachers.

This suggests that while vocational teachers may not have discouraged these female students from pursuing nontraditional interests, they did not offer much encouragement either.

This has been interpreted as indicating that perhaps the vocational teachers had mixed feelings about their female students in nontraditional fields. We would prefer to interpret it as indicating that perhaps the vocational teachers did not realize just how important their encouragement could be to female students in nontraditional areas.

Vocational education teachers must be sensitive to the fact that, like counselors, they can serve as either catalysts or barriers to freedom of vocational choice and vocational development for women.

12. *Instructional Materials May Reinforce Stereotypes*

Instructional materials can also serve as either catalysts or barriers, depending upon how they present the sex roles of both women and men. Vocational educators' concern with instructional materials extends far beyond the walls of vocational classrooms and shops. Indeed, it should extend into every classroom at every grade level, for it is in every classroom and at every grade level that female students learn something about the roles they are expected to play in society. It is in every classroom at every grade level that female students either gain or lose a little (and in some cases, a lot) of the personal freedom that will ultimately be exercised in their vocational choice and vocational development.

Consider the results of a recent study by Women on Words and Images which analyzed 2,760 stories in 134 readers published by 14 major companies. (16)

- Stories about boys outnumbered stories about girls by a margin of five to two.
- Stories about men outnumbered stories about women by a margin of three to one.
- There were 119 biographical stories about 88 men, and 27 biographical stories about 17 women.

- Men were shown working in 147 jobs, and women were shown in 26 jobs -- three of which were clearly improbable or undesirable.
- Three working mothers were shown.
- Girls were belittled in 65 of the stories, and boys were belittled in two of the stories.

In general, the stories portrayed two-parent families in which the mother was in the home and the father was on the job.

Mothers were irritable, helpless, emotional, limited in aspirations, and neatly dressed -- always. Fathers were shown traveling in their work, bringing gifts home to children, helping children or mothers solve problems, and being pleasant -- except for rare moments of justified anger.

Girls were younger and smaller than their brothers, indoors most of the time doing domestic chores or playing with dolls or pets, and were preoccupied with their appearance. They were emotional and fearful and generally inept at coping with emergencies or problems. Boys were shown solving problems, overcoming obstacles, having adventures, making things, and earning money. They were shown helping and protecting girls and women, and were not shown expressing feelings, except occasional anger.

13. Math and Science Books may Contribute to the Problem

Consider, too, the situation in mathematics and physical science texts, and in social science texts.

Women in mathematics books are engaged in domestic chores; the math they use is applied to buying ribbon or measuring cake ingredients. The math used by men is applied to travel, building things, and sports competition. Women are pictured as nurses and secretaries, and as restaurant or domestic workers. Men are pictured as doctors, business executives, and construction workers.

Physical science books generally do not treat the work of female scientists, and generally do not portray women in important research, space exploration, or other challenging work. They do not show girls performing experiments that are creative or exciting.

History texts do not deal with economic, social, or cultural development to the extent they deal with political and military activity, and so women are not often portrayed as important figures in these texts. In general, histories cover Betsy Ross, Pocahontas, Eleanor Roosevelt, and a few female writers and artists. They do not cover the realities of the bitter struggle for woman suffrage, or the central role of women in the agricultural development around the world.

Family living texts generally treat women's homemaking and childrearing responsibilities, and men's financial and recreational responsibilities.

14. *Guidelines Indicate What Should Exist*

Major publishers of instructional materials such as McGraw-Hill Book Company; Scott, Foresman and Company; J. B. Lippincott Company; Holt, Rinehart and Winston; and Science Research Associates, Incorporated have published guidelines and positions covering sex-fairness in materials. (17) Their publications describe what materials *should* look like, and while their guidelines are now being applied to the development of new texts, the fact remains that few texts in use today meet their guidelines. This means that teachers should be using the guidelines to screen texts currently in use, or being purchased, for potential problems in the treatment of the sexes.

Guidelines established by publishers, women's groups, and school systems cover the following examples of concerns.

- On humanity: Texts should show both sexes cooperating on an equal basis, and genuine friendships between the sexes. They should not attach masculine or feminine labels to praiseworthy traits.

- On the family: Texts should not portray only two-parent families, and should portray unmarried, widowed, and divorced people in satisfying lives and work. Texts should show family members sharing responsibilities, and should show childless couples and elderly people in an unpatronizing and realistic light.

- On the female image: Texts should show women and girls solving problems independently, working and playing together in groups, doing outdoor work around the home or in an occupation, engaged in strenuous physical situations, traveling, and earning money and other rewards.

- On the male image: Texts should show boys sometimes enjoying music and art, sometimes enjoying crafts such as weaving and ceramics, and sometimes responsible for housework. They should show boys expressing gentle as well as violent feelings, and men and older boys caring for children.

- On woman's work: Texts should integrate women's achievements and men's achievements, and should convey the difficulties involved in moving toward women's rights. They should treat the inequities that have existed in the positions of women and men in society, and the important roles played by women in agriculture, trade, and the labor movement. Women and men should be shown in nontraditional occupational roles.

- On language: Texts should not use "man" to refer to humanity or the human race, "he" to refer to an abstract person who may be of either sex, "lady" or "woman" in front of an occupational title, "male" in

front of an occupational title, "man" or "woman" as a suffix to an occupational title.

Because sexism is present in instructional materials, teachers can "make the best of it" by pointing it out to students, and encouraging students to look for examples of sexism themselves. This can not only help students to become critical and analytical readers, but it can also serve as a springboard for discussion of the implications of sexism in education and other facets of life.

15. The Need for Screening

Needless to say, it is *most critical* that vocational educators screen their own instructional materials for evidence of sexism. Here again, this must be done for the benefit of the student in the nontraditional classroom, as well as for the benefit of the other students in the classroom.

The nontraditional student needs all the encouragement and reinforcement that he or she can get. Instructional materials must confirm, not question, that their presence in the nontraditional classroom is appropriate. Other students, in order to feel more comfortable with and acceptant of nontraditional students, need the same kind of encouragement and reinforcement. If it comes from the materials as well as the vocational teacher, it is likely to be more effective.

16. Other School Barriers

As we have seen, potential barriers to the vocational choice and the vocational development of women may be found in the attitudes and behaviors of counselors and teachers, and in the materials used by counselors and teachers.

Since counselors and teachers are the people with whom students have the most contact in the schools, and since counseling and instructional materials are used by all students, it makes sense to center our search for barriers in the school around counselors and teachers and their materials.

But the evidence of barriers in the school does not stop here. (18)

- Women do not have many opportunities to relate to nontraditional role models among vocational education teachers. At the secondary level, women teachers dominate homemaking, occupational home economics, and health, and comprise over 70 percent of the business and office teaching staffs. Men teachers dominate agriculture, technical education, and trades and industry, and comprise over three-quarters of the distributive education teaching staffs.

- The situation at the postsecondary level is about the same. Women dominate home economics and health occupations staffs and men dominate all of the others except for business and office, which is about evenly divided between women and men teachers.

- The subjects taught by the other teachers in the schools fall into the traditional female-oriented and male-oriented categories. Women are generally seen teaching English, foreign language, and art. Men are seen teaching mathematics, social science, and music. Along with this, women are almost always seen as school nurses and librarians, but seldom seen as principals, especially at junior and senior high school levels.

- In past years, women have not had the opportunities that men have had to compete or participate in athletic programs in the schools. Girls have learned that boys are players and that they are cheerleaders. While Title IX of the Education Amendments of 1972 is requiring that women be given the same opportunities that men have had in athletic and physical education programs, the carry-over effects of the traditional sex-role prohibitions against girls competing in strenuous athletics, especially against boys, will likely remain for some time.

The underrepresentation of women at the higher levels of education administration, on school boards, and on state and national advisory councils for vocational education may not appear to have direct effects on female students in the schools, but it is a consistent part of a larger societal pattern which deprives female students of role models in leadership positions.

C. WOMEN FACE BARRIERS TO OBTAINING EMPLOYMENT IN NONTRADITIONAL FIELDS, AND TO MAINTAINING EMPLOYMENT IN NONTRADITIONAL FIELDS

1. *Where Women Are Going*

We have discussed the notion that vocational educators should know where women are coming from, i.e., they should know something about the early socialization of women, in order to understand how sex-role stereotypes have been instilled in women, how they may manifest themselves in the behavior of women, and how women may be helped to recognize and deal with them.

Knowing where women are coming from is important.

Knowing where women are *going* is also important.

If vocational education is to truly prepare women for the world of work, it must give them all of the knowledge and skills necessary to enter and progress in their chosen occupational fields.

For all women, the ability to enter and progress in their chosen fields will depend upon their grasp of the knowledge and skills required in those fields.

But for many women who choose nontraditional fields, the ability to enter and progress in those fields will also depend upon their awareness of barriers that may have to be overcome, and their willingness or desire to overcome them.

This will not be true for all women who choose to pursue nontraditional fields, of course.

There are many employers of vocational graduates across the country whose primary concern is with the ability, and not the sex, of the employee.

Indeed, the equal employment legislation that is in effect today precludes sex from consideration in hiring and promotion.

(Transparency 11) The fact remains, however, that many women approaching many employers, especially for hiring or promotion in nontraditional, male-dominated fields, will probably face some barriers. (19)

2. *Examples of Problem Perceptions*

Barriers to obtaining employment in nontraditional occupations are seen in the exclusivity of many male-dominated job recruitment networks, and in the traditional, biased perceptions of women and work that are held by persons making hiring decisions. (These persons, incidentially, may be men or women.)

- Employers are like everyone else: If they have seen only men in certain jobs, they perceive these jobs, quite naturally, to be "men's jobs." Given this perception, it is difficult to consider hiring women to fill these jobs. This is the real heart of the problem that many employers have with the notion of women in male-dominated fields.

- Jobs normally done by men are often considered inappropriate for women because they are physically strenuous or involve working with machinery or equipment that is potentially dangerous. If one believes that women should not do certain jobs, the strain or danger involved in the jobs may be exaggerated.

- Job environments in which men normally work are often considered inappropriate for women because they are hot, or dusty, or dirty, or because the men use rough language or are physically rough. Here again, the perception that a job environment is simply inappropriate for a woman can lead to exaggeration of the conditions.

- Employers may fear that women working alongside

men may lead to sexual provocations, rivalries, liaisons, and problems with jealous spouses of employees. These are the kinds of disruptive problems that employers are happy to live without.

- Bringing women into a workplace for the first time often means that additional rest rooms or locker rooms must be installed, or that men will have to give up the use of some of the existing facilities. For employers, this translates into additional expense and/or disgruntled male employees.

- From perceptions that women *should not* do certain jobs, it's a short hop to perceptions that women *cannot* do certain jobs. Employers who fear that women will not do their fair share of the work may be concerned about the effect that this will have on their male employees, and may even be concerned about loss of public confidence in the company for using women to do "men's work."

- It makes sense that, because women are responsible for bearing children and rearing children, women may require more time off the job than men. This translates, unfortunately, into expectations of higher costs for absenteeism and attrition and less flexibility for shift work.

  Employers may or may not have had this experience with women employees, but they have probably heard about it from someone -- in the trade or on the street.

- Because there may be more discontinuity in the work lives of women, and because women are ultimately tied to the home, jobs which require career continuity and/or mobility may be seen as better suited to men. Because men are responsible for the support of their families, and women's career aspirations are generally believed to be lower than men's anyway, it makes sense that men should be given the first chance for the better jobs.

3. *Data to Attack Erroneous Perceptions*

There is much evidence that commonly-held perceptions of women and work such as these are erroneous, based more on tradition, myth, and conjecture than fact.

For the past few years, the Women's Bureau of the U.S. Department of Labor has published fact sheets containing data on the realities of women's performance in the labor force. (20) These data attack many of these erroneous perceptions directly, pointing out, for example, that there is little difference between women and men in absentee rates for illness or injury, and little difference in labor market turnover rates.

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The data indicate that single women actually work longer than men over a lifetime, and that all women workers average 25 years in the labor force.

The data attack the notion of sex-linked job requirements, and the notion that men will not accept women supervisors.

Too often, unfortunately, it does not make any difference what the data indicate in regard to the performance of women workers.

Research has shown that occupational sex-stereotyping tends to persist on the basis of employers' beliefs and attitudes, despite evidence to the contrary.

The stereotypes and biases of employers are no less deeply ingrained than those of anyone else. By and large, we are all products of the same socialization process.

4. *Examples of Problems On the Job*

(Transparency 12) Barriers to women's employment in non-traditional occupations are not all passed when women are hired for nontraditional occupations.

Getting a job in a male-dominated field is one thing.

Keeping it is another.

Indeed, the barriers to maintaining employment may be at least as difficult to overcome as the barriers to obtaining employment, for many of the barriers are internal, perceptual barriers, and many extend beyond the workplace.

- Employers' resistance to the idea of hiring women in the first place can convert to reluctance to support women on the job, i.e., reluctance to provide encouragement, feedback on good performance, or any of the things that new employees need to adjust and feel comfortable in a new working environment. Employers may not want to see any woman fail in a nontraditional job of any kind, but at the same time, it may be difficult for them to actively work to prove that their initial perceptions of women in nontraditional jobs were erroneous.

- The behavior of male co-workers may run the gamut from rejection or even harrassment at one extreme, to acceptance and support, to overprotection at the other extreme. Overprotection is essentially well-intentioned interference in which men want to do the heavy work or the hard work for women, thereby preventing women from demonstrating that they can do the heavy work or the hard work.

- Women working alone in male-dominated environments may feel a strong sense of isolation which can

quickly and easily lead to disenchantment with the job.

- Whether working alone or with other women in male-dominated environments, women may be subject to a form of subtle discrimination which excludes them from informal communication networks and informal associations of co-workers. It is through these networks and associations that information on happenings within an organization, including opportunities for transfers and promotions, is acquired.

- Being "sponsored" or adopted as a protege by a supervisor means that performance on the job is recognized and opportunities for transfers and promotions are known. There is some evidence, however, that men are often reluctant to sponsor women's careers because they doubt women's sincerity and/or fear complications for their own marriages.

- The influence of parents, husbands, and male and female friends does not end when the choice of a nontraditional occupation has been made. Lack of support from any or all of these influential persons can be as damaging to career commitment as lack of support from employers and co-workers. For some women, it can be more damaging.

5. *Perception and Performance*

Women working in nontraditional occupations in male-dominated environments may confront many different variations of these barriers.

They may confront all of them, or some of them, or none of them.

In some cases, they may actually confront none of them, but perceive all of them.

And this brings us to an important point concerning barriers.

Very often, we tend to perceive problems that we expect to perceive.

The problems may not exist in objective reality, but if we expect to perceive them, and we do perceive them, they clearly exist for us.

Women who are aware of the potential barriers to maintaining employment in nontraditional fields, and who feel apprehensive about embarking on a nontraditional career, may be open to perceptions of barriers, whether they exist or not.

For many women, apprehension about barriers may pose the most formidable barrier of all.

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For many women, "there is nothing to fear but fear itself."

What vocational educators understand very well, and what must be clearly transmitted to students, is that confidence in ability to perform on the job is the key to overcoming barriers to obtaining employment, and that good performance is definitely the "bottom line" in maintaining employment.

Many employers do not pose the barriers to obtaining employment that we have discussed; many do not have to be convinced that women can perform as well as men, and sometimes better than men, in male-dominated jobs.

And many employers who do hold occupational sex-stereotypes are willing, if not eager, to be convinced that women can do any of the jobs in their organizations.

D. EFFORTS TO ELIMINATE BARRIERS TO EQUAL VOCATIONAL OPPORTUNITY MUST ENCOMPASS ALL STUDENTS - BOTH FEMALE AND MALE

1. *Problems of Women are Highly Visible*

For many vocational educators, knowledge of the generally disadvantaged position of women in the labor force, and the consequences of this, is sufficient to motivate efforts to promote equal opportunity for women in vocational education.

For many others, knowledge of the pervasiveness and the potential harmfulness of the socialization process which limits women to traditional familial and occupational roles in our society is sufficient to motivate efforts to promote equal opportunity for women in vocational education.

Sex stereotyping and sex bias in our society have affected the educational and career development of women in some ways that are easy for us to see.

Indeed, our attention has been drawn to the subject of equal opportunity in vocational education because of the highly visible problems of women in the schools and in the work force.

There is a tendency, therefore, to perceive women as the targets, and the potential beneficiaries, of any efforts to promote equal opportunity in vocational education.

But women currently comprise only half of all vocational education enrollments.

And so women are only half the story of equal opportunity in vocational education.

2. *Balanced Perspective Includes Both Men and Women*

If we maintain a balanced perspective on equal opportunity in vocational education, we will recognize that women *and* men may perceive opportunities for contribution and satisfaction in occupations dominated by the other sex, and that men *and* women may feel capable of success in occupations dominated by the other sex.

We will also recognize that women *and* men may feel pressure to enter occupational fields dominated by their own sex, and may perceive barriers to entering occupational fields dominated by the other sex.

A balanced perspective on equal opportunity in vocational education, therefore, is one which recognizes that women *and* men may be hurt by occupational sex-stereotyping, sex-role stereotyping, and sex bias and discrimination; it is one which recognizes that women *and* men may be helped by the elimination of sex stereotyping and bias.

Progress in alleviating problems affecting one sex will not be wasted on the other.

Creation of an atmosphere of openness and freedom of movement for one sex will not preclude the other from benefit.

Attacks on stereotyping and bias problems affecting one sex, and those affecting the other, should be mutually reinforcing.

Therefore, while we may be focusing our attention at this time on the stereotyping and bias problems affecting women, we do so with the awareness that both women *and* men will be the ultimate beneficiaries of the elimination of the problems.

PART II

QUESTIONS/ACTIVITIES

1. Can you explain how the career orientations of two girls may differ if the mother of the first is a housewife and the mother of the second is employed outside the home?

2. Can you explain how the career orientations of two girls may differ if the first identifies with her mother and the second identifies with her father?

3. Can you describe three ways in which knowledge of the career barriers that may exist within women can be used by vocational educators in helping women to strengthen their work orientations and expand their career options?

4. List nouns (slang) which have been used, in the vernacular, to refer to a woman (e.g., dame).

   List nouns which have been used to refer to a man.

   Does one list contain more words than the other?

   Can you explain why one list would contain more words than the other?

5. List adjectives which have often been used to describe a woman.

   List adjectives which have often been used to describe a man.

   Attach positive or negative values to these adjectives.

   Does one list contain more positive value words than the other?

   Can you explain why one list would contain more positive value words than the other?

6. Is your definition of femininity the same today as it was 10 years ago?

   If it is not the same, how has it changed?

7. Is your definition of masculinity the same today as it was 10 years ago?

   If it is not the same, how has it changed?

8. Do you understand, and can you explain, how interest inventories which relate students' interests to those of workers in individual occupations may fail to produce valid occupational interest profiles for women?

9. Do you understand, and can you explain, how interest inventories which relate students' interests in activities to similar activities found in occupations may fail to produce valid occupational interest profiles for women?

10. Can you cite examples of ways in which teachers can unwittingly reinforce sex-role stereotypes in the classroom?

11. Can you cite examples of ways in which instructional materials can reinforce sex-role stereotypes?

12. Can you describe four traditional perceptions of women and work which, if held by employers, could serve as barriers to the employment of women in nontraditional, male-dominated occupations?

13. Can you describe four situations or conditions which, if experienced by women in nontraditional, male-dominated occupations, could serve as barriers to their continued employment?

14. Can you cite two things that vocational educators can communicate to students to better prepare them to deal with barriers to obtaining and maintaining employment in nontraditional occupations?

PART III: ADDITIONAL PROBLEMS OF MINORITY WOMEN WISHING TO EXPAND CAREER OPTIONS

INTRODUCTION/OVERVIEW (Transparency 13)

For minority women, the expansion of career options into non-traditional fields may involve dealing with both sex and racial/ethnic barriers. For vocational educators, the combination of sex and racial/ethnic barriers may not represent the most common problem to be addressed, but it is easily the most difficult to be addressed. Part III discusses the career-related problems of minority women in general, and also reminds us of the differences that exist among individual minority groups.

- *In the labor force, the problems of minority women follow the same pattern as the problems of majority women, but are more severe.*
- *Because minority women do not constitute a homogeneous group in our society, the problems of minority women may vary from one minority group to another.*
- *Helping black women involves recognizing the myths concerning black women.*
- *Overcoming barriers in school and employment may be more difficult for minority women than for majority women.*

A. PROBLEMS OF MINORITY WOMEN ARE REFLECTED IN THEIR POSITION IN THE LABOR FORCE. THEIR PROBLEMS FOLLOW THE SAME PATTERN AS THOSE OF MAJORITY WOMEN, BUT ARE MORE SEVERE

1. Problems of Sex and Race Bias Combine for Minority Women

Our discussion thusfar has been devoted to barriers to the expansion of career options of women in general.

As we have seen, the barriers are numerous and complex. And they become even more numerous and even more complex when we add the dimension of minority group membership to our discussion.

The reason for this is simple.

To the problems of sex-role stereotyping and bias we must add the problems of racial and ethnic stereotyping and bias.

Combined, these problems compound the difficulties of women trying to overcome them, and confound the efforts of vocational educators trying to help.

And help we must.

Almost 23 percent of all vocational education students are minorities. (21)

Given that approximately half of the minority enrollments are women, more than one out of ten vocational education students must deal with the combined problems of sex and racial/ethnic stereotyping and bias.

2. *Minority Women in the Labor Force*

What we don't know about minority women would fill more books than would what we do know.

A comprehensive survey of minority women has not been done. Too often, the studies of women that have been done have not addressed minorities, and the studies of minorities that have been done have not addressed women. Too often, the studies address only one issue or one subject and/or differ one from another in the characteristics of the groups examined to the extent that it is difficult to draw generalizations from them. (22)

As usual, the problems to be solved in vocational education, or education in general, or society in general, won't wait for the results of our research to show us the way.

But the data that does exist on minority women in the labor force does help put the problems in perspective. (23)

- One out of every eight women workers (about 4.8 million women) are members of minority groups.
- Minority women constitute almost 46 percent of all minority workers.
- In March, 1977, 49.5 percent of all minority women were in the labor force. This labor force participation rate is 1.5 percentage points higher than that of white women.
- In March, 1977, the unemployment rate for minority teenage women was 37.9 percent; for all teenage women it was 19.2 percent.
- At all ages, the unemployment rate for minority women is higher than that of black men, higher than that of white women, and much higher than that of white men.

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- At all ages, the unemployment rate for minority women is higher than that of black men, higher than that of white women, and much higher than that of white men.

- Of the minority women family heads in the labor force, about two out of every five have incomes below the poverty level.

3. *Black Women Concentrated in Traditional Low-paying Jobs*

(*Transparency 14*) Blacks are by far the largest of the minority groups, being almost twice as numerous as all other minority groups combined. One out of every nine women workers is black.

- Almost 28 percent of the black women, as compared to about 17 percent of the white women, are service workers.
- Almost 14 percent of the black women, as compared to 2.5 percent of the white women, are private household workers.
- Almost 14 percent of the black women as compared to about 10 percent of the white women, are operatives.
- Almost 24 percent of the black women are clerical workers, whereas over 36 percent of the white women are clerical workers.
- Almost 13 percent of the black women are professional and technical workers, whereas 16.6 percent of the white women are professional and technical workers.

In general, labor market data and studies show that black women are more heavily concentrated in traditional, low-paying, female-dominated occupations than white women, and that black women earn less than any other group of women or men in the labor force. (24) This is especially unfortunate, in that the earnings of black women are so crucial to the welfare of their families. In 1970, black women were heads of one out of every four black families. And black spouses work, either full or part-time, in two out of three families that they do not head.

B. MINORITY WOMEN ARE NOT A HOMOGENEOUS GROUP IN SOCIETY; THE PROBLEMS AFFECTING EACH MINORITY GROUP MUST BE ADDRESSED SEPARATELY.

1. *Other Minority Groups*

The practice of lumping all nonwhite and Spanish origin women into one group for purposes of discussion or analysis is a popular one, borne usually of convenience, but borne sometimes of ignorance of the diversity of backgrounds and problems which characterize the individual minority groups.

Too often, solutions to minority problems which do not take the diversity of minority group characteristics into consideration are simplistic, and do not work. (25)

(Transparency 15) In addition to blacks or African-Americans, there are three basic minority groups to be considered.

- Spanish Surnamed, Spanish Origin
- Oriental, Asian-American
- American Indian, Native American

Within the Spanish origin group are Mexicans, predominantly, and also Puerto Ricans, Cubans, Central and South Americans, and persons of other Spanish origin.

Within the Asian-American group are Chinese, Japanese, Filipinos, and Koreans.

Within the Native American group, along with American Indians, are Eskimos and Aleuts.

2. *Problems Exist Within Groups*

As we have discussed, minority women wishing to expand their career options must deal with two kinds of stereotypes and biases: sex and racial/ethnic.

Sex stereotyping and bias problems exist for all women in the society in general.

Racial/ethnic stereotyping and bias also exists in the society in general, but is strongest in the particular regions and urban areas in which each minority group is concentrated.

And there is a third important area of stereotyping and bias that minority women must deal with.

This is the stereotyping and bias that may exist within the minority groups.

For example, many Spanish origin women are subject to strong male feelings concerning the role of the male as breadwinner, and the appropriateness of certain jobs for males and females.

Japanese, Chinese, and Southeast Asian women traditionally have well-defined responsibilities in the home, but not in the workplace.

American Indian women may be reared in tribes which are patriarchal and occupationally male-dominated.

3. *Problems Exist Among Groups*

Minority group women differ from one group to another in the kinds of problems that most severely constrain their efforts to expand their career opportunities.

Among Spanish origin women, for example, language is perhaps the most serious problem. In recent years, as many as one out of four Spanish origin adults reported that they could not read and write English.

Asian-American families are diverse in terms of language, culture, religion, national origin, and even race. Problems of communication within communities contribute to all other problems.

An extremely low level of education characterizes American Indian women, and this, coupled with language problems and the isolation of many women living on or near reservations, contributes to a low labor market participation rate, a high unemployment rate, and poverty.

4. Awareness of Differences is Important

Vocational educators must be sensitive to the fact that these minority students are coming to them out of a cultural, socio-economic, and linguistic malaise that is probably very different from their own, and very different from that of most majority students.

Spanish origin, Asian-American, and American Indian girls are often coming from families in which women are accustomed to a more passive role than that of blacks or whites.

They are coming from families in which women are often less aware of discrimination and their rights than are black or white women, and less inclined to combat discrimination and push for their rights.

Vocational educators must keep these things in mind in their attempts to help students of these minority groups recognize that they do have a role in the work force, and that that role may be in any occupational field.

C. ABILITY TO HELP BLACK WOMEN IS PARTLY A FUNCTION OF ABILITY TO SEE THROUGH MYTHS THAT HAVE GROWN UP AROUND BLACK WOMEN

1. Do Black Women Hold an Advantage?

(Transparency 16) Even though the literature addressing the career-related attitudes and aspirations of black women over the past several years has been somewhat varied and inconsistent in what it reports, many analysts have come away with the view that black women are not subject to some of the constraints affecting white women or other minority women.

Some have even indicated that black women, because of their unique socialization, have certain advantages over other women. These "advantages" are usually attributed to the notion that the black culture is female-dominated, that black families are

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matriarchies, and that the responsibility that black females feel toward the welfare of their families translates into high expectation for work, which is reflected in the relatively high labor force participation rates of black women. (26)

The studies which indicate that the motivational level and career goals of black women are higher than those of black men, that black women have less fear of success than white women, and that the educational or occupational aspirations of black women are higher than those of white women, lend support to the notion that black women are "turned on" to work.

2. Problems of Black Women are Different, but Not Simpler

Vocational educators, however, should be aware of other evidence to indicate that helping black women expand their career options will not necessarily be easier than helping any other women, majority or minority. (27)

The notion of the black women as matriarch has been weakened by studies that show that black families are headed by males in the vast majority of cases, and that black families are egalitarian, with both husband and wife sharing authority.

The fact that labor force participation of black women is higher than that of other women must be considered in light of the fact that black women are even more heavily concentrated in traditional, low-status, low-paying jobs than are other women.

And the notion that black women have high motivation, expectations, and career goals is questionable in light of a recent study of black college women which found that the women had consistently lower job expectations than the male students, that the aspirations of black women followed the same general patterns as those of white women, and that black women showed no higher motivation than did black men or white women in colleges.

As research has shown, black women may indeed find it easier than white women to cast themselves in the dual role of homemaker and labor force participant, and because of economic need, may be more highly motivated to do so. But the desire to free themselves, and black men as well, from the image of matriarchal authority may very well increase the pressure they feel to limit themselves to traditional roles in the home and in the workplace. Vocational educators must be sensitive to this.

D. BARRIERS POSED BY SCHOOLS AND BY EMPLOYERS MAY BE MORE DIFFICULT TO OVERCOME FOR MINORITY WOMEN THAN FOR MAJORITY WOMEN

1. Examples of School Barriers Affect-

Earlier, we discussed some of the common ways that the schools themselves can pose barriers to the vocational choice and the vocational development of women overall.

ing Minority Women

(Transparency 17) It does not take much imagination to calculate the effects that these barriers can have on minority women when the dimension of racial/ethnic stereotyping and bias is added.

- Consider the potential negative impact of counselors who carry or perhaps even transmit racial stereotypes as well as sex stereotypes. (Consider the potential positive impact of those who do not.)
- Consider the effect of vocational counseling materials that do not fairly represent either women or minorities, and especially not minority women, in all occupational options.
- Consider the limitations of vocational interest inventories which attempt to help minority women understand their interests based on alignment of their interests with those of majority men, or even majority women.
- Consider the potential negative impact of teachers whose activities, stories, and role models suggest only traditional roles for minority women.
- Consider the effects of vocational recruiting which does not provide role models and information to show that nontraditional vocational options are indeed open to minority women as well as majority women.
- Consider the effects on all students, and especially minority female students, when there are no role models of minority females succeeding in nontraditional vocational programs.
- Consider the effects of instructional materials, especially vocational education materials, which do not fairly represent either women or minorities, much less minority women, in life roles or work roles other than traditional ones.
- Consider the absence of minority women as administrative or as teaching role models, especially in nontraditional academic or vocational areas, and the lost opportunities for student motivation that result.

2. *Preparing for Barriers in Employment*

It does not take much more imagination to calculate the effects of adding racial/ethnic stereotyping and bias to the occupational sex-stereotyping and bias that limit the ability of women to obtain and/or maintain employment in nontraditional fields.

Minorities, we already know, have historically been the prime targets for discrimination in society in general, and in

employment in particular.

The expression "last hired, first fired" was invented to describe the minority employment situation. (28)

Jobs which are low in earnings, satisfaction, status, security, and opportunity are not especially attractive to minority women, yet they have succeeded in getting them and holding them.

From all indications, the combination of sex stereotyping and bias and racial/ethnic stereotyping and bias has helped them do this.

And this same combination will make it doubly difficult for many employers and other workers to picture minority women in non-traditional male-dominated jobs, and to support minority women in nontraditional male-dominated jobs.

Therefore:

- Minority women must be made aware that the barriers that may be faced in employment can be linked to sex, or race, or both.
- They must be prepared to recognize these barriers if they arise, and helped to understand how apprehension about barriers can contribute to the perception of barriers that do not exist in reality.
- They must be helped to understand their rights under the law as they relate to both sex and race discrimination and they must be encouraged to want these rights.
- They must be helped to understand that these barriers can be overcome, that they have been overcome by women like them, and that performance on the job is very often the key.
- They must be helped to believe that they are capable of changing a lot of people's minds, and changing a lot of people's lives, and making a lot of people proud and happy.

PART III

QUESTIONS/ACTIVITIES

1. Do you know the approximate percentage of minority female enrollments in vocational education?

2. Do you know the approximate percentage of women workers who are members of minority groups?

3. Do you know the labor force participation rate of minority women?

4. Can you name the two major occupational groups in which black women are most heavily concentrated?

5. Can you explain some ways in which the career development problems of minority women are the same across minority groups?

6. Can you explain some ways in which the career development problems of minority women differ from one minority group to another?

7. Can you explain the myth of the black matriarch?

   7a. Can you explain how the myth of the black matriarch can limit black women to traditional roles in the home and workplace?

8. Are you familiar with the unique problems of the minority groups attending your school?

NOTES

1. Information on women in the labor force is available in numerous publications which may be obtained from the U.S. Department of Labor. Publications of the Employment Standards Administration, Women's Bureau, include *Women in the Labor Force, March 1977-1976*, April 1977, *Why Women Work*, July 1976 (Revised), *Women Workers Today*, 1976.

   Charts summarizing women's employment status are also published by the Women's Bureau.

   For this package, relevant information was also obtained from an Employment and Training Administration publication, *Women and Work*, R&D Monograph 46, 1977, and from an Office of Information *News* publication of February 25, 1977: "Annual Study Shows Increase in the Number of Children Whose Mothers Work."

2. Examples of representation of women in occupations are drawn from 1970 Census of Population data reported in *Changes in Occupational Characteristics: Planning Ahead for the 1980's*, published in 1976 by the Conference Board, Inc., 845 Third Avenue, New York, N.Y.

3. Differences in the earnings of men and women are described and discussed in a 1976 publication of the Department of Labor Women's Bureau: *The Earnings Gap Between Women and Men.*

4. A discussion of reasons for differentials in the earnings of women and men is contained in the *Manpower Report of the President*, April 1975, Chapter 3: The Changing Economic Role of Women. This report was prepared by the U.S. Department of Labor's Manpower Administration, and by the U.S. Department of Health, Education, and Welfare's Office of Human Development.

5. Enrollments of women in vocational education programs in 1972 are discussed in *Sex Discrimination and Sex Stereotyping in Vocational Education*, Testimony by Marilyn Steele, Ph.D., Flint, Michigan, to the House of Representatives Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education, March 17, 1975. Women in vocational education programs are also discussed in Chapter 10 of Patricia Sexton's *Women in Education*, published by the Phi Delta Kappa Educational Foundation, Bloomington, Indiana, in 1976.

6. Data on enrollments of women in vocational education programs in 1975 were obtained for this package from the Planning Office of the Bureau of Occupational and Adult Education, U.S. Office of Education. The data were obtained from a draft document being prepared by the Planning Office.

7. Vocational education enrollment data are described in Chapter II of *Learning a Living Across the Nation*, Volume 5, Part 1, published by Project Baseline, Northern Arizona University, Flagstaff, Arizona, in November, 1976.

8. Internal barriers to the career development of women are reviewed in "Psychological Factors Inhibiting Women's Occupational Aspirations and Vocational

Choices: Implications for Counseling," an article by Marie DiSabatino in *The Vocational Guidance Quarterly*, Vol. 25, No. 1, September, 1976.

Excellent reviews of individual factors and sex-role stereotypes that affect women's career development are contained in Chapter 4 and 6 of *Emerging Woman, Career Analysis and Outlooks*, edited by Samuel H. Osipow, and published in 1975 by the Charles E. Merrill Publishing Company, Columbus, Ohio.

For this package, information on academic performance of male and female students was drawn from *What Students Know and Can Do, Profiles of Three Age Groups*, published in March, 1977 by the National Assessment of Educational Progress, The Education Commission of the States, 1860 Lincoln Street, Denver, Colorado. Information was also obtained from an article, "Why Are So Many Women Underachievers?" in the AAUW JOURNAL, May, 1976.

9. Research on parental influence on women's career development is described in Chapter 3 and 6 of *Emerging Woman, Career Analysis and Outlooks* (cited in Note 8, above).

   Influence of parents, peers, and school personnel on the nontraditional vocational choices of women is described in *A Study of the Factors Influencing the Participation of Women in Nontraditional Occupations in Postsecondary Area Vocational Training Schools*, Volume I, published in November, 1976, by Rj Associates, 1018 Wilson Boulevard, Arlington, Virginia, and in *Attempts to Overcome Sex Stereotyping in Vocational Education*, published in November, 1976, by the Institute for Research on Human Resources, The Pennsylvania State University, University Park, Pennsylvania.

10. A description of Amanda J. Smith's excellent program to expand nontraditional vocational opportunities is contained in her article, "Stamping Out Sex Stereotypes in North Carolina" in the *American Vocational Journal*, Vol. 51, No. 4, April, 1976.

11. Studies of counselors' stereotypes and biases are described in Chapter 7 of Sexton's *Women in Education* (Note 5, above), in Chapter 7 of Osipow's *Emerging Woman, Career Analysis and Outlooks* (Note 8, above), in Chapter 6 of *Attempts to Overcome Sex Stereotyping in Vocational Education* (Note 9, above), and in "Liberated Counseling: A Question Mark," a paper by Nancy K. Schlossberg in *Facilitating Career Development for Girls and Women*, a 1975 monograph of the National Vocational Guidance Association, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C.

12. Detailed information on the analysis of career information materials is contained in *Help Wanted, Sexism in Career Education Materials*, a 1975 publication of the EPIE Institute, distributed by Women on Words and Images, P.O. Box 2163, Princeton, New Jersey.

13. The complex subject of impact of career interest inventories on women's career development is covered in *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*, edited by Esther E. Diamond for the National Institute of Education's Career Education Program, and published Spring, 1975.

    Additional research on the measurement of women's vocational interests is contained in Chapter 2 of Osipow's *Emerging Woman, Career Analysis and Outlooks* (Note 8, above).

A paper by Dale J. Prediger, "The Effect of Opposite-sex Norms on Vocational Interest Reports" (ACT Informal Report, 8/76), and a paper by Dale J. Prediger and Gary R. Hanson, "Evidence Related to Issues of Sex Bias in Interest Inventories," contain additional information that was presented in this package. These papers are available from the American College Testing Program, P.O. Box 168, Iowa City, Iowa.

14. The study of women in nontraditional vocational programs at the postsecondary level was conducted by Roslyn D. Kane and others of Rj Associates (cited in Note 9, above).

15. The study of nontraditional students at the secondary level was conducted by Morgan V. Lewis, Lynne Warfield Kaltreider and others of the Institute for Research on Human Resources, Pennsylvania State University (cited in Note 9, above).

16. The study of instructional materials by Women on Words and Images is reported in *Sex Equality in Educational Materials*, Volume IV of the Executive Handbook Series of the American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia.

17. McGraw-Hill Book Company has published *Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications.*

    Scott, Foresman and Company has published *Guidelines for Improving the Image of Women in Textbooks.*

    J. B. Lippincott Company has published *Guidelines to Promote the Awareness of Human Potential.*

    Holt, Rinehart, and Winston has published *Guidelines for the Development of Elementary and Secondary Instructional Materials, The Treatment of Sex Roles.*

    Science Research Associates has published *Fairness in Educational Materials, Exploring the Issues.*

    A summary of guidelines for instructional materials is contained in Volume IV of the Executive Handbook Series of the AASA (cited in Note 16, above).

18. Discussions of women in teaching positions, administrative positions, leadership positions, and athletics are contained in Sexton's *Women in Education* (Note 5, above) and in an April, 1976 report by Roslyn D. Kane, Arlington, Virginia, to the National Center for Education Statistics, entitled *Sex Discrimination in Education: A Study of Employment Practices Affecting Professional Personnel*, Volume I.

19. Examples of employment barriers which may be faced by women are contained in *WIN Training Manual, Increasing Job Options for Women by Non-Traditional Job Placement*, prepared for the U.S. Department of Labor in April, 1975 by the Center for Human Systems, Inc., 2021 L Street, N.W., Washington, D.C.

20. Data to attack erroneous perceptions of women and work are contained in the Department of Labor Women's Bureau publication *The Myth and The Reality*, May 1974 (revised).

21. Minority student enrollments in vocational programs are described in Chapter II of *Learning a Living Across the Nation* (Note 7, above).

22. Problems of studying minority women are discussed in an undated paper by Patricia Cayo Sexton, Professor of Sociology, New York University, entitled *Minority Group Women*, and in Chapter 7 of NIE's *Issues of Sex Bias and Sex Fairness in Career Interest Measurement* (Note 13, above).

23. For this package, data on minority women in the labor force were drawn from *Women in the Labor Force, March 1977-1976*, and *Women Workers Today* (both cited in Note 1, above) and from two additional U.S. Department of Labor Bureau of Labor Statistics publication: *Marital and Family Characteristics of the Labor Force, March 1975*, Special Labor Force Report 183, and *U.S. Working Women, a Chartbook*, Bulletin 1880, 1975.

24. Earnings of black women are described in *The Earnings Gap Between Men and Women* (Note 3, above) and in Chapter 7 of NIE's *Issues of Sex Bias and Sex Fairness in Career Interest Measurement* (Note 13, above).

25. Differences among women in different minority groups are discussed in Sexton's paper, *Minority Group Women* (Note 22, above), and in *Black and Other Minority Workers, Workshop II on Expanding Career Options of Women*, a booklet prepared by the Project on Expanding Career Options of Women at the Center for Research on Women, Wellesley College, Wellesley, Massachusetts.

26. Perceptions of black women that are drawn from research are reviewed in Chapter 7 of NIE's *Issues of Sex Bias and Sex Fairness in Career Interest Measurement* (Note 13, above).

27. Excellent reviews of problems of black women are contained in Elsie J. Smith's article, "Counseling Black Individuals: Some Stereotypes," and Elaine Copeland's article, "Counseling Black Women with Negative Self-Concepts," both published in *The Personnel and Guidance Journal*, Vol. 55, No. 7, March, 1977.

    The study of black college women was reported by Karen J. Winkler in an article entitled "Black Women's Career Goals Found Lower than Men's" in *The Chronicle of Higher Education*, Vol. XV, No. 7, October 18, 1976.

28. A review of the minority employment situation in general is contained in *Last Hired, First Fired: Layoffs and Civil Rights*, A Report of the United States Commission on Civil Rights, February, 1977.

BARRIERS TO EXPANDING NONTRADITIONAL OPPORTUNITIES FOR VOCATIONAL EDUCATION STUDENTS

- PART I: EVIDENCE OF BARRIERS TO EQUAL VOCATIONAL OPPORTUNITY
- PART II: NATURE OF BARRIERS TO EQUAL VOCATIONAL OPPORTUNITY
- PART III: ADDITIONAL PROBLEMS OF MINORITY WOMEN WISHING TO EXPAND CAREER OPTIONS

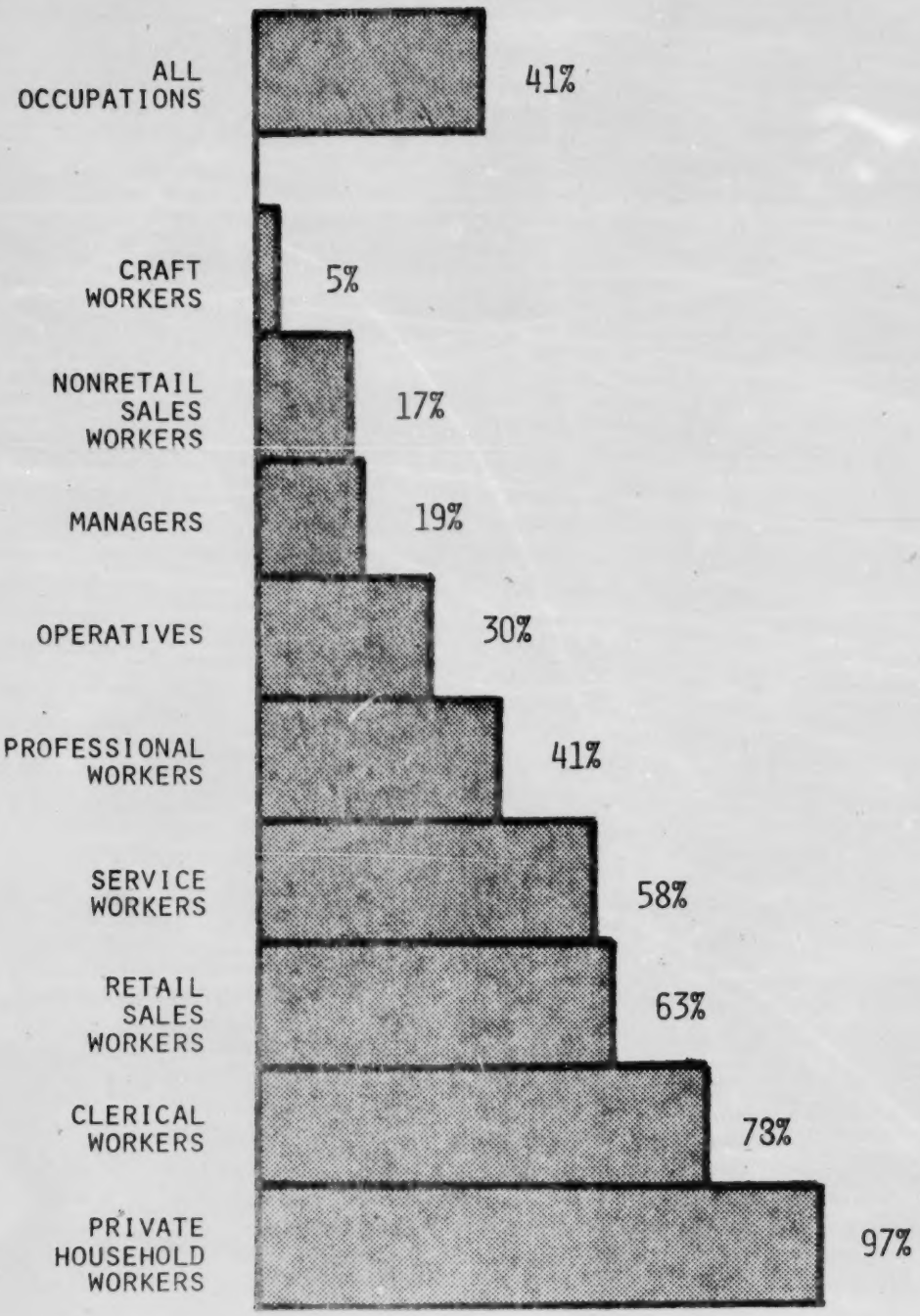
PART I: EVIDENCE OF BARRIERS TO EQUAL VOCATIONAL OPPORTUNITY

A. CURRENT POSITION OF WOMEN IN THE LABOR FORCE IS AN INDICATION THAT LIMITS HAVE BEEN PLACED ON THE VOCATIONAL DEVELOPMENT OF WOMEN

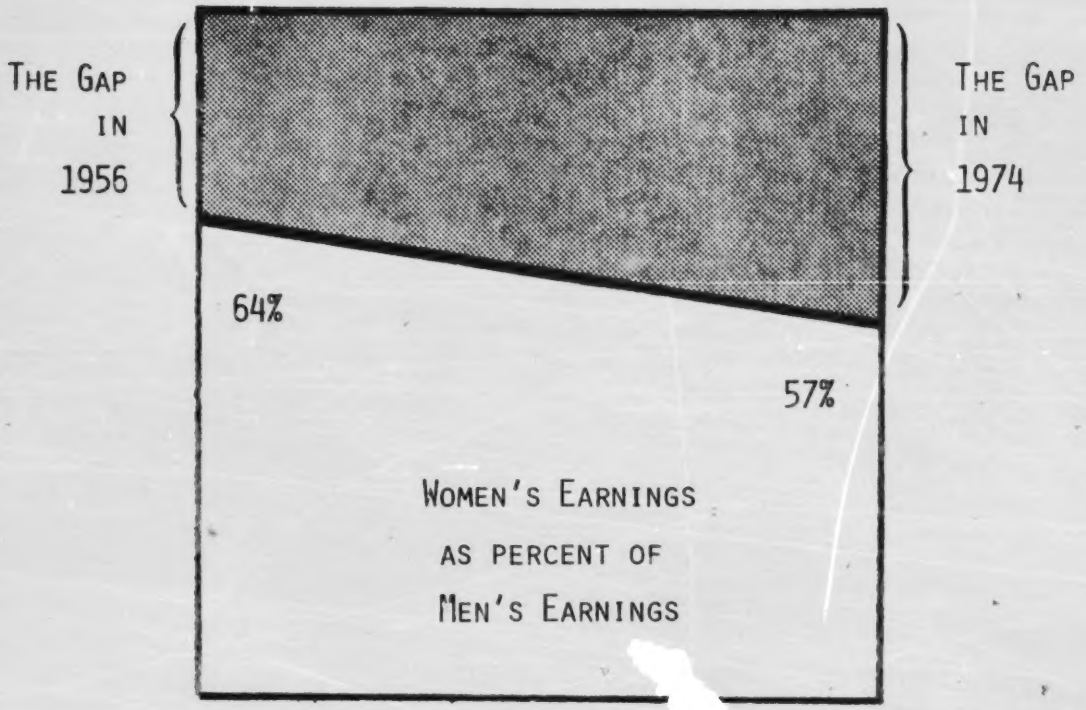
B. VOCATIONAL EDUCATION ENROLLMENT PATTERNS REFLECT THE FACT THAT LIMITS HAVE BEEN PLACED ON THE VOCATIONAL CHOICE OF WOMEN

C. BECAUSE OF THE SOCIALIZATION PROCESS, MAJOR BARRIERS TO THE EXPANSION OF CAREER OPTIONS FOR WOMEN MAY BE FOUND WITHIN WOMEN THEMSELVES

WOMEN'S REPRESENTATION IN THE LABOR FORCE



THE EARNINGS GAP . . . . . IS WIDENING



VOCATIONAL PROGRAMS DOMINATED BY WOMEN IN 1972

- Consumer and Homemaking
- Occupational Home Economics
- Health
- Business and Office

VOCATIONAL PROGRAMS DOMINATED BY MEN IN 1972

- Agriculture
- Technical
- Trades and Industry

VOCATIONAL PROGRAMS DOMINATED BY WOMEN IN 1975: Same

VOCATIONAL PROGRAMS DOMINATED BY MEN IN 1975: Same

INTERNAL BARRIERS TO CAREER DEVELOPMENT

- FEAR OF FAILURE
- LOW VOCATIONAL EXPECTATIONS
- LOW SELF ESTEEM
- LOW LEVEL OF CONFIDENCE
- VOCATIONAL IMMATURITY
- SEX-ROLE CONFLICTS
- TRADITIONAL CONCEPT OF FEMININITY
- FEAR OF SUCCESS
- LACK OF SCIENCE/MATH ORIENTATION

PART II: NATURE OF BARRIERS TO EQUAL VOCATIONAL OPPORTUNITY

A. VOCATIONAL EDUCATORS SHOULD KNOW WHERE WOMEN ARE COMING FROM; THEY SHOULD RECOGNIZE THE WAYS IN WHICH THE EARLY SOCIALIZATION OF GIRLS MAY LIMIT VOCATIONAL CHOICE AND VOCATIONAL DEVELOPMENT

B. SCHOOLS THEMSELVES POSE MANY OF THE BARRIERS WHICH LIMIT THE VOCATIONAL CHOICE AND VOCATIONAL DEVELOPMENT OF WOMEN

C. WOMEN FACE BARRIERS TO OBTAINING EMPLOYMENT IN NON-TRADITIONAL FIELDS, AND TO MAINTAINING EMPLOYMENT IN NONTRADITIONAL FIELDS

D. EFFORTS TO ELIMINATE BARRIERS TO EQUAL VOCATIONAL OPPORTUNITY MUST ENCOMPASS ALL STUDENTS - BOTH FEMALE AND MALE

EQUALITY OF OPPORTUNITY IN VOCATIONAL EDUCATION

- ALL STUDENTS RECOGNIZE THAT THEY HAVE ACCESS TO FULL RANGE OF OPPORTUNITIES IN LABOR MARKET AND IN VOCATIONAL EDUCATION

- ALL STUDENTS FEEL PERSONAL FREEDOM TO ACT ON OPPORTUNITIES OF INTEREST IN LABOR MARKET AND IN VOCATIONAL EDUCATION

  - REQUIRES DEALING WITH BARRIERS TO FREEDOM OF VOCATIONAL CHOICE WHICH ARE DEEPLY INGRAINED THROUGH PROCESS OF SOCIALIZATION

PARENTAL INFLUENCE ON VOCATIONAL CHOICE

- GIRLS IDENTIFY WITH MOTHERS
- MOTHERS SERVE AS ROLE MODELS
- MOTHERS' WORK ORIENTATIONS INFLUENCE DAUGHTERS'
  - WORK ORIENTATIONS
  - SEX-ROLE CONCEPTS
  - PERCEPTIONS OF FEMININE COMPETENCE
- MOTHERS' PERCEPTIONS OF DUAL ROLE MODEL INFLUENCE DAUGHTERS' PERCEPTIONS OF DUAL ROLE MODEL
- CLOSENESS OF RELATIONSHIPS WITH MOTHERS MAY AFFECT DAUGHTERS' WORK ORIENTATIONS
- NONTRADITIONAL VOCATIONAL PREFERENCES MAY BE INFLUENCED BY
  - IDENTIFICATION WITH FATHERS
  - FATHERS' APPROVAL OF WOMEN WORKING
  - BALANCED RELATIONSHIPS WITH BOTH PARENTS
  - PARENTAL INTEREST AND SUPPORT

KEYS TO HELPING FEMALE STUDENTS

- KNOWLEDGE OF BARRIERS CAN REDUCE FRUSTRATION, INCREASE EFFECTIVENESS
- FACTS ON WORKING LIFE CAN ENCOURAGE OBJECTIVE CAREER PLANNING
- SUCCESSFUL ROLE MODELS CAN STRENGTHEN CAREER ORIENTATION
- COUNSELING ON FEMININITY AND WORK CAN IMPROVE CAREER DECISION-MAKING
- INFORMATION FROM FATHERS CAN BROADEN CAREER ORIENTATION
- SUPPORT FROM PARENTS CAN FACILITATE CAREER PLANNING
- COUNSELING ON INTEGRATED FAMILY/WORK ROLES CAN STRENGTHEN CONCEPT OF LIFELONG CAREER DEVELOPMENT

POTENTIAL SCHOOL BARRIERS

- COUNSELING BARRIERS
  - IN COUNSELORS
  - IN OCCUPATIONAL INFORMATION
  - IN VOCATIONAL INTEREST TESTS

- INSTRUCTIONAL BARRIERS
  - IN TEACHERS, INCLUDING VOCATIONAL TEACHERS
  - IN INSTRUCTIONAL MATERIALS

- OTHER BARRIERS
  - IN STAFFING
  - IN ATHLETICS
  - IN LEADERSHIP

POTENTIAL EMPLOYMENT BARRIERS

- PERCEPTIONS OF "MEN'S JOBS"
- STRAIN AND DANGER
- INAPPROPRIATE JOB ENVIRONMENT
- SEX-RELATED DISRUPTION
- NEED FOR SPECIAL FACILITIES
- LACK OF CONFIDENCE IN WORK ABILITY
- HIGH ABSENTEEISM AND ATTRITION
- DISCONTINUITY IN WORK LIFE

POTENTIAL ON-THE-JOB BARRIERS

- LACK OF EMPLOYER SUPPORT
- CO-WORKER SUPPORT: TOO LITTLE OR TOO MUCH
- SENSE OF ISOLATION
- EXCLUSION FROM COMMUNICATION AND ASSOCIATIONS
- LACK OF SPONSORSHIP
- LACK OF OUTSIDE SUPPORT

KEYS TO OVERCOMING BARRIERS

- CLEAR PERCEPTIONS
- GOOD PERFORMANCE

PART III: ADDITIONAL PROBLEMS OF MINORITY WOMEN WISHING TO EXPAND CAREER OPTIONS

A. PROBLEMS OF MINORITY WOMEN ARE REFLECTED IN THEIR POSITION IN THE LABOR FORCE; THEIR PROBLEMS FOLLOW THE SAME PATTERN AS THOSE OF MAJORITY WOMEN, BUT ARE MORE SEVERE

B. MINORITY WOMEN ARE NOT A HOMOGENEOUS GROUP IN SOCIETY; THE PROBLEMS AFFECTING EACH MINORITY GROUP MUST BE ADDRESSED SEPARATELY

C. ABILITY TO HELP BLACK WOMEN IS PARTLY A FUNCTION OF ABILITY TO SEE THROUGH MYTHS THAT HAVE GROWN UP AROUND BLACK WOMEN

D. BARRIERS POSED BY SCHOOLS AND BY EMPLOYERS MAY BE MORE DIFFICULT TO OVERCOME FOR MINORITY WOMEN THAN FOR MAJORITY WOMEN

CONCENTRATION OF BLACK WOMEN IN TRADITIONAL FEMALE-DOMINATED OCCUPATIONAL FIELDS

- Service workers - 28%
- Clerical workers - 24%
- Private household workers - 14%
- Operatives - 14%
- Professional and technical workers - 13%

UNIQUE PROBLEMS OF MINORITY GROUPS MUST BE RECOGNIZED

- Black, African-American
- Spanish Surnamed, Spanish Origin
- Oriental, Asian-American
- American Indian, Native American

PERCEPTIONS OF BLACK WOMEN'S ADVANTAGES

- BLACK CULTURE IS FEMALE-DOMINATED
- BLACK FAMILIES ARE MATRIARCHIES
- BLACK WOMEN HAVE HIGHER MOTIVATION, ASPIRATIONS, EXPECTATIONS

EVIDENCE QUALIFYING BLACK WOMEN'S ADVANTAGES

- BLACK FAMILIES ARE HEADED BY MALES IN MAJORITY OF CASES, AND ARE EGALITARIAN
- BLACK WOMEN ARE VERY HEAVILY CONCENTRATED IN TRADITIONAL, LOW-STATUS, LOW-PAYING JOBS
- BLACK WOMEN DO NOT HAVE HIGHER MOTIVATION, ASPIRATIONS, EXPECTATIONS

MINORITY WOMEN FACE COMPOUND BARRIERS OF SEX STEREOTYPING AND BIAS AND RACIAL/ETHNIC STEREOTYPING AND BIAS

- In school
- In employment

MINORITY WOMEN MUST BE HELPED

- To be aware of potential sex and/or race barriers
- To recognize the barriers that may arise
- To understand and want rights
- To have confidence in ability to overcome barriers
- To have confidence in ability to bring about change

LEGISLATION ADDRESSING EQUAL OPPORTUNITY

IN

VOCATIONAL EDUCATION AND EMPLOYMENT

Developed by

ELLIS ASSOCIATES, INC.

P.O. Box 466

College Park, Maryland 20740

Phone (301) 864-7600

JUNE, 1977

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INTRODUCTION

This training package is intended to help vocational educators - teachers, counselors, and administrators - acquire an understanding of the need for efforts to ensure equality of opportunity for all persons in education and employment, and an understanding of major pieces of legislation that have been enacted to achieve equal opportunity objectives.

The package describes legislation having direct bearing on the conduct of vocational education, as well as legislation which addresses education in general and employment in general. Legislation addressing employment is included in the package because it deals with access of workers to jobs. The notion that all jobs are open to all qualified persons is an important element in vocational educators' efforts to encourage all students to consider all vocational options. The notion that all students should consider all vocational options is an important element in the establishment of equal vocational education.

While the package does cover numerous pieces of legislation addressing education and employment, the focus of the package is on Title II of the Education Amendments of 1976, and on the implications that this law carries for vocational education programs.

ORGANIZATION OF PACKAGE

The information in this training package is presented in two major parts:

- PART I: A Rationale for Equality of Opportunity in Employment, With Implications for Vocational Education
- PART II: Basic Features of Legislation Addressing Equal Opportunity Objectives

Each of these parts is divided into lettered sub-parts which contain major concepts and/or categories of information.

Each of these sub-parts is further divided into numbered paragraphs or groups of paragraphs which contain individual ideas and/or information items.

The titles of the numbered paragraphs are presented in the margin to the left of the paragraphs. These titles contain key words describing the idea and/or information contained in the paragraphs.

This packages is designed to be used as an outline and script for training leaders, and/or a text for trainees.

Questions and Activities

Following each of the two major parts of this package is a sheet containing questions to be answered and/or activities to be conducted by trainees. These questions and activities are intended to serve as a check on the understanding of the concepts and information that have been presented in the part, and as reinforcement for the understanding of the concepts and information.

In some cases, the questions and activities address specific concepts and information contained in the part. In some cases, the questions and activities ask trainees to project their thinking beyond the specifics covered in the part.

How these questions and activities are used, and whether they are used, is optional in each training situation. Training leaders may opt for questions or activities to be approached by individuals or by groups. Training leaders may also opt for questions or activities to be structured or unstructured. If used in a structured manner, they may serve as an assessment of individual or group progress in training.

Transparencies

In presenting this training package, transparencies may be used with an overhead projector to call trainees' attention to some of the key concepts and information items contained in the package.

Throughout the package, the points at which transparencies may be used in conjunction with the material being presented are indicated. The transparency numbers given correspond to transparency masters contained in a section at the end of the package. These masters may be used by training leaders to produce the transparencies to be projected.

The transparency masters do not contain any information that is not covered in the same or similar form in the text of the training package. Therefore, while the use of transparencies can strengthen the presentation of the package, their use is optional.

It should be noted that Transparency Master I provides an overview of the two major parts of the package. A transparency made from this master may be projected at the beginning of the presentation of this package, to provide trainees with an overview of the overall training program to follow.

Notes

Numbers in parentheses found at various points throughout the training package refer to notes listed at the end of the package. These notes describe the sources from which legislative information and other information has been drawn for the package, and also describe the publications from which additional related information may be obtained by interested training leaders or trainees.

USE OF OTHER TRAINING RESOURCES

Over the past several years, publishers, film producers, government agencies

and other organizations have been producing print and audio-visual materials which cover the topics of equality of opportunity in education and employment.

Training leaders should consider the use of films, slide-tape presentations, brochures, and pamphlets to supplement and underscore the concepts and information contained in this training package. The package does not require the use of any additional print or audio-visual materials, but a training program may be enhanced by the use of interesting and relevant materials of good quality.

Resource persons may also be used to supplement and underscore the points made in this training package. Experts in the areas of equal education and employment opportunity are certainly nice to have, but valuable inputs to a training program can also be made by vocational educators who have had experience in designing or implementing equal opportunity initiatives, and by employers who are familiar with affirmative action concepts. Again, the package does not require the use of resource persons, but a good resource person can add to the interest and the impact of a training program.

DEFINITIONS OF SOME IMPORTANT WORDS

This training package addresses, in general, the need for equality of opportunity in vocational education and employment, and the legislation that exists to meet this need. The terms used in this package are those with which most vocational educators are already familiar. Although it is unlikely that the words most frequently used in this package will have very different meanings to different trainees, it is well for training leaders and trainees alike to understand that the meanings intended for these words are in strict accordance with their dictionary definitions.

Some important words are the following:

- Equal: Alike in quality, nature, or status; alike for each member of a group, class, or society. To be equal is to regard or affect all persons or objects in the same, impartial way.

- Equality: The quality or state of being equal.

- Stereotype: Something conforming to a fixed or general pattern; a standardized mental picture that is held in common by members of a group, and that represents an oversimplified opinion, affective attitude, or uncritical judgment.

  Sex-role stereotypes are those in which specific societal roles are linked, and believed to be appropriate, to members of one or the other sex.

  Occupational sex-stereotypes are those in which specific occupations are linked, and believed to be appropriate, to members of one or the other sex.

- Bias: An inclination of temperament or outlook; a highly personal and unreasoned distortion of judgment; a prejudice.

- Discriminate: To make a difference in treatment or favor on a basis other than individual merit, or on a categorical rather than individual basis.

- Discrimination: The act of discriminating.

- Tradition: The handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instruction; an inherited pattern of thought or action; cultural continuity in social attitudes and institutions.

  Traditional occupations, in the context of this training package, are those customarily held by members of one or the other sex.

  Nontraditional occupations, in the context of this training package, are those not customarily held by members of one or the other sex.

PROGRAM EVALUATION

It is recommended that training leaders evaluate each training program conducted using this training package. The purpose of an evaluation is to determine whether a program was a success in terms of training objectives *and* in terms of trainees' objectives. The results of an evaluation are also valuable in terms of planning subsequent training programs.

An evaluation form need not be lengthy or complicated. A few simple questions can be directed to trainees' (1) understanding of the key concepts and information presented in the program; (2) ability and/or desire to take action on problems and ideas treated in the program; and (3) recommendations for improvements in the training program.

LEGISLATION ADDRESSING EQUAL OPPORTUNITY IN VOCATIONAL EDUCATION AND EMPLOYMENT

PART I: A RATIONALE FOR EQUALITY OF OPPORTUNITY IN EMPLOYMENT, WITH IMPLICATIONS FOR VOCATIONAL EDUCATION

INTRODUCTION/OVERVIEW (Transparency 1)

Efforts to ensure equality of opportunity for all students in vocational education should proceed from a sound rationale. Because vocational education and employment are so closely interrelated, a rationale for equal vocational education should incorporate a rationale for equal employment opportunity. Part I describes how changing social and economic conditions affect the need for equality of opportunity.

- *Social and economic changes are intensifying the need for members of both sexes to provide for themselves and their dependents.*
- *These same social and economic changes are increasing the importance of vocational education's role in meeting the equal opportunity objectives of our society.*

A. CHANGING SOCIAL AND ECONOMIC CONDITIONS UNDERSCORE THE FACT THAT THE NEED TO PROVIDE FOR SELF AND DEPENDENTS IS NOT LIMITED IN OUR SOCIETY TO MEMBERS OF ONE SEX

1. An Expanding Concept of Equality

Few among us would argue with the notion that providing equality of opportunity to all citizens is fundamental to the concept of a free society.

Throughout our history we have made efforts to minimize the extent to which individual potential in the United States is an accident of birth.

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Past decades have seen efforts aimed at ensuring that individual potential is not limited because of race. And in recent years, we have become more aware of the need to ensure that individual potential is not limited because of sex.

Changing social and economic conditions in our society have posed some new challenges to our understanding of the concept of equality of opportunity. Changing conditions have made us more aware that sex, as well as race or ethnic origin or religion, can indeed affect individual opportunity.

2. Effects of Changes

Over the past several years, we have observed that men and women are marrying at later ages, that the birth rate is declining, that the divorce rate is increasing, that educational attainment is increasing, and that the cost of living is increasing - rapidly.

(Transparency 2) The interaction of all of these changing conditions has had dramatic effects on the roles of women in the family and in the work force. (1)

- 48 percent of all women are now participating in the labor force.
- Women now comprise over 41 percent of the total labor force.
- Both husbands and wives work in over 47 percent of all families.
- Over 46 percent of all wives with children under 18 years of age are now participating in the labor force.
- 37 percent of all mothers of preschool children are now in the labor market.

From all indications, women work for the same reasons that men work, and the data describing women workers who are single, widowed, divorced, separated, or married to men earning less than $10,000 per year suggest that 68 percent of all women in the labor force are working because of economic need - often severe economic need.

3. Imbalance in Representation and Earnings

Over half of our population is female, and U. S. Department of Labor data show that almost half of our female population is in the work force.

The data also show that over half of the females in the work force are employed in two major occupational areas.

- 35 percent are employed as clerical workers
- 18 percent are employed as service workers, other than private household workers

Women are secretaries, typists, food service workers, child care workers, salesclerks, nurses and teachers. They are heavily concentrated in relatively few, relatively low-paying occupations.

They are not concentrated in the crafts, nonretail sales, nonhealth-related technical fields, or in managerial positions which offer higher income potential.

The imbalance in representation of men and women in the labor force, and the fact that the majority of women are not represented in unions, leads to significant differences in the earnings of men and women as groups.

In 1974, women's median earnings were just over 57 percent of men's earnings.

Relative to men's earnings, women are actually earning less today than they did 10 years ago or 20 years ago.

4. *Social and Economic Goals*

It appears, therefore, that while the need for women to work in all occupational fields has been growing, the opportunities for women to work in all occupational fields have not been growing - at least not at the same rate.

This carries implications for both social and economic development in our country.

On one hand:

We are a country of 215 million people, with an economy that requires a very large and very diverse work force. Our economy requires a productive work force, one in which all workers have access to the jobs for which they are best qualified.

On the other hand:

Employment in our economy is the means by which the personal welfare of all of our citizenry is maintained. It is also the means by which many of us acquire much of our sense of personal contribution and self worth.

It is clear, then, that our social and economic goals are closely intertwined, and that both social and economic goals are compromised under any circumstances in which all of the employment opportunities in the economy are not accessible to all of the qualified workers in the population.

5. *Social and Economic Costs*

The need to assume financial responsibility for self and others is not limited in our society to members of one sex.

And the need to maximize individual potential through work is not limited in our society to members of one sex.

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B. CHANGING SOCIAL AND ECONOMIC CONDITIONS UNDERSCORE THE IMPORTANCE OF VOCATIONAL EDUCATION'S ROLE IN MEETING EQUAL OPPORTUNITY OBJECTIVES IN OUR SOCIETY

1. A Context of Change

During the 1960's and 1970's, vocational education has operated, and has grown significantly, within a context of major social and economic change.

These years have witnessed the civil rights movement, the youth movement, the Vietnam war, the suspension of the military draft, the women's rights movement, the anti-Washington movement, the assassinations of leaders, urban violence, a recession, high unemployment - especially among young people, minorities, and women, an oil embargo which triggered a rapid rise in energy costs, and Watergate.

These and other changes have affected our priorities, our values, and our behavior. We have already mentioned the ways in which patterns of marriage, divorce, and labor market participation of women have been affected.

2. The Challenge to Respond

Vocational education, as a component of our public education system, should be responsible to the needs of society.

Because of its special role in public education, vocational education should be responsive to the needs of the labor market in particular.

At this time, in light of the social and economic changes we have discussed, the importance of a balanced response to both societal needs and labor market needs has never been greater.

At this time, a balanced response to both societal needs and labor market needs must take the form of preparing all students, both male and female, for the full range of opportunities that exist in the labor market.

3. Influences on Vocational Education

(Transparency 3) Historically, vocational education's response to societal and labor market needs has been shaped by employers, by students, and by vocational educators themselves.

- The labor market demand for the products - the graduates - of vocational education has been characterized by occupational sex-stereotyping; it has been characterized by employers' views of "appropriate" work for men and women.

- Student demand for vocational preparation has been characterized by sex-role stereotyping; it has been characterized by students' perceptions of what they should want to pursue in life, and what they are expected to pursue in life.

- Vocational educators, like everyone else, are products of a socialization process which has delimited roles for men and women; vocational educators have held stereotypes and biases consistent with those of the employers and students they have worked with.

The result of these influences has been that vocational education enrollment patterns have reflected very accurately the employment patterns in the labor force. (2)

Most female students have been enrolled in vocational programs designed to lead into traditional, female-dominated fields.

Half of the female students have been enrolled in consumer and homemaking programs which while valuable, are not intended to prepare them for employment at all.

In recent years, male students have dominated vocational programs which have given them three times as many wage-earning options as female students.

This is where we have been.

Now, where are we going?

4. *The Role of Vocational Educators*

Ensuring equality of opportunity in our society is hardly the sole responsibility of vocational educators, but vocational educators do have a significant role to play.

Vocational educators cannot ensure equality in employment opportunity, but they can contribute to it by ensuring that all students are prepared to actively pursue the opportunities of interest to them, whether they be traditional or nontraditional.

And they can ensure that all students recognize that the full range of occupational opportunities in the labor market exists for them as individuals, and should be evaluated by them as individuals. This involves dealing with sex stereotypes: those within themselves and those within students. (3)

It involves the ability to recognize stereotyped attitudes and behavior, and the ability to understand how easily the attitudes and behavior can be reinforced and perpetuated.

It involves the awareness of just how difficult it can be for students to allow themselves to consider vocational options which fall outside the range of what they have always known is appropriate for women or appropriate for men.

And it involves the desire to see students basing their vocational planning and decision-making on perceptions of needs, interests, and aspirations that are unclouded by notions of what men or women *should* want to do.

PART I

QUESTIONS/ACTIVITIES

1. Are there any statements in Part I with which you do not agree, or are there any statements which you personally find difficult to accept?

   1a. If there are statements with which you disagree or which you cannot accept, will this affect your ability or desire to promote equal opportunity for all students?

2. Can you describe the effect that recent social and economic changes have had on the labor force participation of all women?

3. Can you describe how vocational education enrollment patterns reflect the representation of women in occupational groups in the labor force?

4. Can you describe how the influences of employers, students, and vocational educators have affected the enrollment patterns of women in vocational education?

5. Can you describe how vocational educators can contribute to equal employment opportunity?

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PART II: BASIC FEATURES OF LEGISLATION ADDRESSING EQUAL OPPORTUNITY OBJECTIVES

INTRODUCTION/OVERVIEW (Transparency 4)

Vocational educators must understand how they are affected by legislation addressing vocational education specifically, but should also understand how they and their students are affected by legislation addressing education and employment in general. Part II describes legislation having both direct and indirect bearing on vocational education, but focuses on the implications of Title II of the Education Amendments of 1976.

- *Vocational educators should understand the need for the law, the letter of the law, and the spirit of the law.*
- *Vocational educators should be concerned with legislation addressing both education and employment opportunity.*
- *Vocational educators' immediate concern must be with the implications of Title II of the Education Amendments of 1976.*

A. UNDERSTANDING OF EQUAL OPPORTUNITY LEGISLATION INCLUDES UNDERSTANDING OF NEED FOR LAW, LETTER OF THE LAW, AND SPIRIT OF THE LAW

1. The Need for Legislation

This nation was founded on the belief that no person should be disenfranchised because of personal, religious, or political beliefs, and that all persons have a right to free choice: to do, to be, and to become what they will. We are a country in which knowledge and hard work are valued, and we believe that all persons should have equal access to education and employment.

Our major institutions are dedicated to the perpetuation of the fundamental principles and ideals of freedom of choice and equality of opportunity established 200 years ago by the nation's founders. The home, the church, the school, and the political system are all dedicated to the continuation of such principles and ideals, and to the correction of imperfections within our society.

We constantly strive to improve ourselves and the institu-

tions with which we are associated. As a whole, we are an idealistic nation. We believe in truth, justice, and equality.

Given that we do support these fundamental ideals, why has it become necessary for the Congress to enact civil and equal rights legislation?

The answer, unfortunately, is that we have failed in many ways to live up to our stated principles and ideals. We have by our attitudes and our actions, disenfranchised certain members of our society - to the detriment of all.

Congress, on our behalf, enacts legislation in the interest of the common good.

2. *Legislation as Reminder*

Understanding and acceptance of equal opportunity legislation is a function of understanding and acceptance of the societal goals we have discussed. To understand and to accept legislation, we must relate to the social, economic, and political environment in which we live and function.

We have entered an era in which human rights is a priority supported by the highest offices in this nation. We are again being reminded that, in this country, no person shall be disenfranchised or discriminated against because of sex, race, ethnic origin, religious beliefs, or age. This national commitment is mandated by law, is expressed in many ways, and holds enormous implications for all -- particularly those of us concerned with public education.

3. *The Letter and the Spirit*

Since the early 1960's, Congress has enacted a host of civil and equal rights laws. In addition, each President has issued Executive Orders addressing social parity and equal rights. While a number of laws and Executive Orders have been addressed to the improvement of opportunities for minorities and women, vocational educators have only recently become sensitive to their program implications.

Now, with the enactment of Title II of the Education Amendments of 1976, all of vocational education has been given a mandate, in virtually every section of this law, to eliminate sex stereotyping and sex bias.

Understanding the letter of the law, however, is not sufficient. Vocational educators must also have the sensitivity to administer programs in the spirit of the law.

To a great extent, the way vocational educators respond to the letter and the spirit of their mandate to eliminate sex stereotyping and sex bias will serve as a reflection of their ability, and their desire to accommodate critical social and economic changes.

B. LEGISLATION ADDRESSING BOTH EDUCATION AND EMPLOYMENT SHOULD BE OF CONCERN TO ALL VOCATIONAL EDUCATORS

1. Education and Employment

Equal opportunity in employment and equal opportunity in vocational education are often viewed as two separate concerns in our society, but it is unlikely that we will have one without the other.

Employment opportunities are not truly open unless the avenues to those opportunities are also open.

And avenues to opportunities will seldom be used unless the opportunities themselves are known to be real.

We are concerned with the ways in which equal opportunity legislation affects vocational educators, and so we are concerned with the legislation addressing education.

But we must also be concerned with the ways in which equal opportunity legislation affects vocational education students, and so we must also be concerned with the legislation addressing employment.

2. The Laws and Executive Orders

(*Transparency 5*) Laws and executive orders affecting vocational educators and vocational students are the following. (4)

AGE DISCRIMINATION EMPLOYMENT ACT (1967)

The Age Discrimination Employment Act makes it illegal for an employer of 25 or more people in interstate commerce to discriminate on the basis of age in any phase of employment of persons who are 40 through 65 years of age. The law also applies to employment agencies and labor organizations that do not serve individuals on the basis of age.

Prohibitions against discrimination because of age do not apply where age is a bona fide occupational qualification reasonably necessary to the normal operations of the particular business; where the differentiation is based on reasonable factors other than age; where the differentiation is caused by observing the terms of a bona fide seniority system or any bona fide employee benefit plan.

The Age Discrimination Employment Act is administered by the U.S. Department of Labor, Wage and Labor Standards Administration.

CIVIL RIGHTS ACT OF 1964, TITLE VII (AS AMENDED)

Title VII of the Civil Rights Act of 1964, as amended, prohibits private employers, labor unions, employment agencies,

state and local governments, and employees of educational institutions from discrimination on the basis of race, color, religion, sex or national origin.

Title VII makes it unlawful to discriminate in recruitment, hiring, firing, layoff, recall; wages, terms, conditions or privileges of employment; classifying, assigning, or promoting employees; extending or assigning use of facilities; training, retraining of apprenticeships; opportunities for promotion; sick leave time and pay; vacation time and pay; overtime work and pay; medical, hospital, life and accident insurance coverage; optional and compulsory retirement age privileges; receiving applications or referring for employment; and printing, publishing, or circulating advertisements relating to employment.

The Equal Employment Opportunity Act of 1972 extended coverage under Title VII to include employees of state and local governments and educational institutions. Title VII applies to all educational institutions, both public and private, with 15 or more employees. All employees are covered, including those subject to state and local civil service laws. Title VII also covers labor organizations, including collective bargaining unions, and employment services.

Title VII is administered by the Equal Employment Opportunity Commission, which receives and investigates charges of discrimination.

EDUCATION AMENDMENTS OF 1972, TITLE IX

The Act prohibits sex discrimination in all Federally-assisted education programs. Title IX states ". . . No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." All institutions, including public and private preschools, elementary and secondary schools, institutions of vocational, professional, undergraduate and graduate education which receive Federal monies by way of a contract, grant or loan (other than a contract of insurance or guaranty) are covered. Discrimination in admissions is prohibited in vocational institutions, institutions of professional education, institutions of graduate education, and public undergraduate co-educational institutions.

Educational institutions controlled by a religious organization are exempt if application of the law would be inconsistent with the religious tenents of the organization. Certain social fraternities and sororities and youth organizations are exempt with respect to membership practices, but not with respect to their educational programs that receive Federal funds. Private undergraduate colleges, nonvocational elementary and secondary schools, and public undergraduate schools which have been traditionally and continuously single-sex since their establishment are exempt with respect to their admission requirements but must

treat all students without discrimination once they have admitted members of both sexes.

With respect to employment, the regulations state that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, recruitment, consideration, or selection, whether full time or part time, under any education program or activity which receives or benefits from Federal financial assistance. Giving hiring preference on the basis of attendance at one-sex institutions is specifically forbidden if it has the effect of perpetuating sex discrimination. Recipients of funds are prohibited from making pre-employment inquiry as to the marital status of applicants.

The regulations also cover matters such as compensation; consideration for and award of tenure; application of nepotism policies; job assignments, classifications, and structure; granting and return from leaves of absence; leave to care for children or dependents; selection and financial support for training and for professional meetings; selection for tuition assistance and for sabbaticals and leaves of absence to pursue training; and employer-sponsored activities, including social or recreational programs.

Recipients are prohibited from applying any policy based upon whether an applicant or employee is the head of a household or the principal wage earner of a family. Also prohibited is the participation in pension or retirement plans that establish different optional or compulsory retirement ages based on sex or that otherwise discriminate in benefits on the basis of sex. Recipients are to treat pregnancy disabilities as other temporary disabilities are treated.

Enforcement powers for Title IX have been delegated to the Office for Civil Rights, U.S. Department of Health, Education, and Welfare.

EDUCATION AMENDMENTS OF 1976, TITLE II (PUBLIC LAW 94-482)

Title II of the Education Amendments of 1976 amends the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968. Numerous references are included in Title II concerning the need to eliminate sex stereotyping and sex bias from vocational education. The new law requires that "Any state desiring to participate in the programs authorized by this Act shall also assign such full-time personnel as may be necessary to assist the state board in fulfilling the purposes of this Act by --

A. taking such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs;

B. gathering, analyzing, and disseminating data on the status of men and women, students and employees in the vocational education programs of that State;

C. developing and supporting actions to correct any problems brought to the attention of such personnel through activities carried out under clause B of this sentence;

D. reviewing the distribution of grants by the State board to assure that the interests and needs of women are addressed in the projects assisted under this Act;

E. reviewing all vocational education programs in the State for sex bias;

F. monitoring the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

G. reviewing and submitting recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report;

H. assisting local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and

I. making readily available to the State board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, the Commissioner and the general public, information developed pursuant to this subsection."

Each state shall reserve $50,000 each fiscal year to carry out the above stated provisions.

Each state is required to set forth in its five-year plan those policies and procedures which the state will follow to assure equal access to vocational education programs by both women and men. Other provisions in Title II include support services for women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men; grants to overcome sex bias; experimental, developmental, and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to overcome problems of sex bias and sex stereotyping; in every contract made by a state for the purpose of funding exemplary and innovative projects, giving priority to programs and projects designed to reduce sex stereotyping in vocational education; the development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education

programs, and support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex; vocational guidance and counseling training designed to acquaint counselors with the changing work patterns of women, ways to overcome occupational sex stereotyping, ways of assisting girls and women in selecting careers solely on their occupational needs and interests; inservice training for vocational education teachers and other staff members to overcome sex bias in vocational education; encouragement for both males and females to prepare for combining the roles of homemaker and wage earners, and encouragement for elimination of sex stereotyping in consumer and homemaking education.

Each State Advisory Council on Vocational Education shall include as members one or more individuals who "are women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training and employment and of sex stereotyping in vocational education, including women who are members of minority groups and who have, in addition to such backgrounds and experiences, special knowledge of the problems of discrimination in job training and employment against women who are members of such groups." The National Advisory Council on Vocational Education is required to include women with similar backgrounds.

Because of the comprehensive treatment of the requirements to eliminate sex stereotyping and sex bias in Title II of the Education Amendments of 1976, vocational educators and others would do well to secure a copy of P.L. 94-482 for their individual use. Title II of the Education Amendments of 1976 is administered by the Bureau of Occupational and Adult Education, U.S. Office of Education at the Federal level, and by the State Board for Vocational Education at the state level.

EQUAL PAY ACT OF 1963

As an amendment to the Fair Labor Standards Act (FLSA), this Act requires the same pay for men and women doing equal work requiring equal skill, effort and responsibility under similar working conditions in the same establishment. Its provisions apply to "wages" in the sense of remuneration for employment (including overtime) and employer contributions for most fringe benefits. Where discrimination exists, pay rates of the lower paid sex must be raised to equal those of the higher paid sex. In an landmark decision, a Federal court rejected a claim that the jobs of men and women have to be identical for them to receive equal pay and asserted that they need only be "substantially equal."

The Act, which is enforced by the Labor Department's Wage and Hour Division, permits wage differentials based on a bona

fide seniority or merit system or a system that measures earnings by quantity or quality of production or any other factor other than sex. It specifically prohibits discharging or discriminating against any employee who files a complaint. Also, it prohibits labor organizations from causing or attempting to cause employers to violate the Act.

As of July 1, 1972, the protection of the Equal Pay Act was extended to executive, administrative, and professional employees and to outside sales personnel. As of May 1, 1974, the Act was further extended to most employees of Federal, state and local governments. Among the few categories still unprotected are employees in some small retail or service establishments.

The Act is administered by the Wage and Hour Division, U.S. Department of Labor.

EXECUTIVE ORDER 11246, AS AMENDED BY EXECUTIVE ORDER 11375

Executive Order 11246 was issued by President Lyndon Johnson in 1965 to prohibit Federal contractors and subcontractors from discriminating in employment because of race, color, religion or national origin. The order was amended by Executive Order 11375 in 1967 to prohibit employment discrimination based on sex.

Executive Order 11246, as amended, applies specifically to employers with Federal contracts or subcontracts or Federally assisted construction contracts or subcontracts in excess of $10,000. The executive order requires that covered employers take affirmative action to ensure equal employment opportunity. That is, they must actively seek to employ and advance minority workers and women consistent with their availability.

Executive Order 11246, as amended, is not law, but a contractual agreement. Its requirements are implemented by U.S. Department of Labor regulations. The Office of Federal Contract Compliance, U.S. Department of Labor, is responsible for enforcement. The Office of Federal Contract Compliance has designated the U.S. Department of Health, Education, and Welfare as the Compliance Agency for all contracts with colleges and universities, and it is the U.S. Department of Health, Education and Welfare's Office for Civil Rights that conducts reviews and investigations.

If contractors and subcontractors do not comply with Executive Order 11246, their contracts may be cancelled, terminated, or suspended and they may be barred from further Federal contract bidding. In addition, they are subject to court action brought by the government.

The following are policy directives implementing Executive Order 11246, as amended:

Revised Order No. 4 (Affirmative Action Programs)

Revised Order No. 4 applies to supply and service contractors and subcontractors. Such contractors with 50 or more employees and a contract of $50,000 or more must develop a written affirmative action program for each of their establishments within 120 days after commencing a contract.

Acceptable affirmative action programs must include, among other things, a utilization analysis, indicating areas where the contractor underutilizes minority groups and women, and goals and timetables for correcting this underutilization, together with precise procedures for implementation. Compliance with Revised Order No. 4 is measured by the contractor's good faith efforts to set up an effective affirmative action program and to make that program work.

Sex Discrimination Guidelines

A contractor must not show preference for one sex in job recruitment, advertisement, or hiring unless sex is a "bona fide occupational qualification." Personnel policies and practices such as wages, hours, promotions, transfers, fringe benefits and other conditions of employment should not show any distinctions based upon sex discrimination. Female employees should not be penalized because they require time away from work because of childbearing, and should be granted leave of absence for maternity purposes.

Testing and Selection Order

A contractor using a test which adversely affects the opportunities of minority persons or women for hiring, transfer, promotion, training, or retention is in violation of Executive Order 11246, as amended, unless it can be demonstrated that there is a relationship between test performance and job behavior.

A test is broadly defined to cover all formal or standardized techniques, paper and pencil and performance tests, and specific personal history, work history, education, physical and background requirements. Unscored interviews and applications also come under the order.

Revised Order No. 14

Order 14 sets forth a standardized evaluation procedure for all compliance agencies for conducting reviews of contractors required to develop written affirmative action programs under Revised Order No. 4.

EXECUTIVE ORDER 11478

Executive Order 11478 prohibits discrimination in Federal employment because of sex as well as race, color, religion, or national origin. It replaced those parts of Executive Order 11246 as amended by Executive Order 11375 which provided for

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equal opportunity in the Federal government. It directs Federal agencies to formulate employment programs insuring nondiscrimination. This order is administered by the U.S. Civil Rights Commission.

NATIONAL LABOR RELATIONS ACT AND RELATED LAWS (1935)

The Act provides protection against discrimination for union members and union activities. The Act protects the rights of individuals to organize and to join labor unions. Unions are required to represent their members fairly when bargaining with management. Unions must bargain for the same working conditions for women as for men, including such areas as wages, hours, recruitment, seniority, and promotion.

The National Labor Relations Board handles the administration of the Act and all complaints under the provisions of the Act.

REGULATIONS OF THE BUREAU OF APPRENTICESHIP AND TRAINING

Regulations issued by the Secretary of Labor cover all apprenticeship and training programs registered with the Bureau of Apprenticeship and Training. The programs are subject to special nondiscrimination requirements. The regulations require nondiscrimination on the basis of race, creed, color, sex, and national origin in all phases of selection and conduct of the programs, including employment during the program. The U.S. Department of Labor, Bureau of Apprenticeship and Training, administers the regulations.

WOMEN'S EDUCATIONAL EQUITY ACT OF 1974

As a part of the Education Amendments of 1974, the Women's Educational Equity Act was enacted "to provide educational equity for women in the United States."

Under provisions of the Act, the Commissioner is authorized to make grants to, and enter into contracts with, public agencies and private nonprofit organizations and with individuals for activities designed to carry out the purposes of the law at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. Activities included are the development, evaluation, and dissemination of curricula, textbooks, and other materials related to educational equity; preservice and inservice training for educational personnel including guidance counselors, with special emphasis on programs and activities designed to provide educational equity; research, development, and educational activities designed to advance educational equity; guidance and counseling, including the development of nondiscriminatory tests designed to assure educational equity; educational activities to increase opportunities for adult women, including continuing educational activities and

programs for underemployed and unemployed women; expansion and improvement of educational programs and activities for women in vocational education, career education, physical education and educational administration.

Nothing in the law prohibits men from participating in any programs or activities assisted under provisions of the Act. The Act establishes in the U.S. Office of Education an Advisory Council on Women's Educational Programs composed of 17 persons appointed by the President, by and with the advice and consent of the Senate. The Commissioner of Education is directed, at the end of each fiscal year, to submit to the President, the Congress, and to the Council a report setting forth the programs and activities assisted under provisions of the Act.

The Act is administered by the Women's Program Staff, Office of the Commissioner, U.S. Office of Education.

C. IMPLICATIONS OF TITLE II OF THE EDUCATION AMENDMENTS OF 1976 MUST BE OF IMMEDIATE CONCERN TO VOCATIONAL EDUCATORS

1. Some Implications of Title II

The review and summarization of the legislation and executive orders addressing equal opportunity in education and employment gives us some feeling for the scope of the concern that has been expressed by Congress and the Executive Office.

While vocational educators and vocational students may be affected in various ways by all of these mandates, it is Title II of the Education Amendments of 1976 that brings the equal opportunity mandate closest to home.

Indeed, it places the charge of eliminating sex stereotyping and bias squarely on the shoulders of vocational educators serving in all capacities.

It is now incumbent upon all vocational educators to know what is expected of them under Title II.

(Transparency 6) Examples of implications of Title II are the following.

- Pre-service and in-service training programs will have to be designed and implemented to create awareness of the problems of sex stereotyping and bias, and awareness of the ways to reduce sex stereotyping and bias in all vocational education programs.

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- Recruitment and placement procedures will have to be examined and modified to assure equal access by both males and females to all areas of vocational education.

- Needs assessment and manpower planning data will have to be carefully reviewed to assure that appropriate information is used to reflect the needs of, and the opportunities for, both men and women. A system for disseminating data on the status of men and women, both students and employees, will have to be installed in the states.

- Procedures to correct any problems brought to the attention of the state vocational education staff responsible for eliminating sex bias and sex stereotyping will have to be developed.

- In submitting proposals for grants by the state board, interests and needs of women will have to be addressed.

- To identify existence of bias in programs, a review of all vocational education programs in the state will have to be completed. This means "getting your house in order," documenting what you have done, and keeping complete records is a necessity.

- Monitoring and keeping up to date on the implementation of laws prohibiting sex discrimination in hiring, firing, and promotion procedures will be necessary.

- Both local and state staff will have to develop information with respect to overcoming sex stereotyping and sex bias in vocational education, for inclusion in the annual program plan and report.

- Ways to improve vocational education opportunities for women, particularly in nontraditional areas, will have to be developed.

- Information developed pursuant to the charge to eliminate sex bias and sex stereotyping in vocational education will have to be readily available to the state board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, the U.S. Commissioner of Education, and the general public.

- It will be necessary to set forth policies and procedures to assure equal access to vocational education programs by both women and men, and to specify actions to be taken to overcome sex discrimination

and sex stereotyping in all vocational education programs. It will be necessary to develop and provide incentives to eligible program recipients to encourage enrollment of both women and men in nontraditional courses of study, and to develop model programs to reduce sex stereotyping in all occupations.

- It must be understood that the U.S. Commissioner of Education will not approve a state plan or annual program plan and report until assured that personnel assigned to perform equal opportunity reviews within the state have been afforded an opportunity to review the document.

- It will be necessary to develop and provide support services for women who enter programs designed to prepare them for employment in jobs which have been traditionally limited to men; support services include counseling as to the nature of such programs and the difficulties which may be encountered by women in such programs, and job development and job follow-up services.

- It will be necessary to develop and provide day care services for children of students in secondary and postsecondary vocational education programs.

- It will be necessary to accommodate vocational education needs of persons who (1) had been homemakers, but because of dissolution of marriage, are seeking employment; (2) are single heads of household and lack adequate job skills; (3) are currently homemakers and part-time workers wishing to secure full-time jobs; and (4) are now in traditional jobs and are wishing to seek employment in job areas which have not been traditionally considered appropriate for members of their sex.

- It will be necessary to develop experimental, developmental, and pilot programs and projects to test the effectiveness of research findings concerning programs and projects to overcome problems of sex bias and sex stereotyping.

- It will be necessary to review and revise curricula and other materials to insure that such curricula do not reflect stereotypes based on sex, race, or national origin.

- It must be understood that contracts made by a state for the purpose of funding exemplary and innovative projects shall give priority to programs and projects designed to reduce sex stereotyping in vocational education.

- It must be understood that provision is included in the law for the development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs, and support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex.

- It will be necessary to develop vocational guidance and training projects to acquaint guidance counselors with changing work patterns of women, ways to overcome occupational sex stereotyping, and ways to assist females in selecting careers solely on their occupational needs and interests. It may also be necessary to develop improved career counseling materials. Vocational educators will have to work closely with guidance personnel in these efforts.

- It must be understood that, under the consumer and homemaking provision of Title II, grants to the states in accordance with the five-year state plan and annual program plan may be used to encourage both males and females to prepare for combining the roles of homemakers and wage earners, and may be used to encourage elimination of sex stereotyping in consumer and homemaking education.

- Local, state, and national advisory councils on vocational education will have to ensure that there is appropriate representation of both sexes, and racial and ethnic minorities, in their memberships.

2. *The Need for Accountability*

Title II of the Education Amendments of 1976 explicates the need and carries a requirement for improved data collection and analysis and improved accountability. Determining the extent to which vocational education is responding to its legislative mandate will require careful attention to planning, data collection, analysis and evaluation. Close attention will have to be paid to the goals and objectives of eliminating sex stereotyping and sex bias if accurate internal and external assessments of accomplishments and/or deficiences are to be made.

Because of the intense interest of the Congress, the Administration, and the general public in the elimination of sex stereotyping and sex bias from vocational education, we can expect stringent monitoring of vocational education by many diverse groups.

3. *The Need for Assessment*

Qualitative as well as quantitative assessment must be commonplace in vocational education if we are to fully comply with the provisions of the new vocational education legislation. Assessment will require careful planning and execution if it is to properly document how our programs are conducted, and how our students profit from instruction.

4. *The Need for Coordination*

To be effective in eliminating sex stereotyping and sex bias in vocational education, vocational educators must work with counterparts in business and industry and with the general public, including parents, civic groups, legislators, and others. Vocational educators must work closely with community groups to assure that students completing nontraditional courses will be afforded an opportunity for employment and for advancement on the job.

Vocational educators must also work closely with all others involved in career education, to assure that students have non-stereotyped and unbiased information for career decision-making. This is particularly critical for students considering, or enrolled in, nontraditional programs.

Since vocational education will be evaluated on how effectively programs eliminate sex stereotyping and sex bias, an effort to solicit the assistance and cooperation of all persons able to help would be wise.

5. *The Need for Cooperation*

Directives to eliminate sex stereotyping in vocational education are explicit in Title II of the Education Amendments of 1976. Even so, we can expect a variety of different activities and programs to be implemented, using different methodologies and techniques over different periods of time.

It is unlikely that any two states will respond to the legal mandate in the same manner, and it would therefore be in the best interests of all vocational educators to form an information network to share ideas, activities, achievements, and solutions to problems. An information exchange would be valuable at the state level and at the local level as well.

6. *In Summary*

In the final analysis, our ability to respond to the Title II mandate to eliminate sex stereotyping and sex bias is a function of our ability to be fair in providing all students, both female and male, with equal access to all vocational options. Many of us will have to readjust our thinking to assure that students are no longer encouraged, wittingly or unwittingly, to select a program based on the fact that they are male or female.

Congress has spoken and has made it abundantly clear that we must all serve as advocates for equal opportunity for all students in all vocational areas.

PART II

QUESTIONS/ACTIVITIES

1. Can you explain how equal opportunity in employment and equal opportunity in vocational education are linked?

2. If you were to tell vocational education students *one* thing about their rights as workers under each of the following pieces of legislation, what would it be?

   - Age Discrimination Employment Act
   - Civil Rights Act of 1964, Title VII
   - Equal Pay Act of 1963
   - National Labor Relations Act
   - Education Amendments of 1972, Title IX

3. Can you describe, in general, the implications of the Executive Orders for women and for minorities?

4. If you were to tell vocational education students *one* thing about their rights as students under the Education Amendments of 1972, Title IX, what would it be?

5. You are responsible for designing an action plan to ensure compliance with Title II of the Education Amendments of 1976. What *one* thing will you specify or require under each of the following items?

   - Pre-service and in-service training programs for vocational educators and counselors
   - Recruitment and placement procedures for students
   - Needs assessment and manpower planning data
   - Development of new programs
   - Development of support services
   - Development of state grant proposals
   - Review and revision of curriculum and materials
   - Program demonstration and evaluation

- Preparation of annual program plan and report
- Formation of advisory councils

6. Can you name the four overall needs (described in the text) which must be met by vocational educators in order to facilitate compliance with Title II of the Education Amendments of 1976?

7. In your opinion, will the most difficult problems to be faced by vocational educators in coming years relate to the spirit or the letter of Title II?

   7a. Can you describe your role, as you see it, in helping to solve problems with the spirit of the law?

   7b. Can you describe your role, as you see it, in helping to solve problems with the letter of the law?

NOTES

1. Information on women in the labor force is available in numerous publications which may be obtained from the U.S. Department of Labor. Publications of the Employment Standards Administration, Women's Bureau include *Women in the Labor Force, March 1977-1976*, April 1977, *Why Women Work*, July 1976 (Revised), *Women Workers Today*, 1976.

   Differences in the earnings of men and women are described and discussed in a 1976 publication of the Women's Bureau: *The Earnings Gap Between Women and Men.*

   Charts summarizing women's employment status are also published by the Women's Bureau.

   For this package, relevant information was also obtained from an Employment and Training Administration publication, *Women and Work*, R&D Monograph 46, 1977, and from an Office of Information *News* publication of February 25, 1977: "Annual Study Shows Increase in the Number of Children Whose Mothers Work."

2. Enrollments of women in vocational education programs in 1972 are discussed in *Sex Discrimination and Sex Stereotyping in Vocational Education*, Testimony by Marilyn Steele, Ph.D., Flint, Michigan, to the House of Representatives Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education, March 17, 1975.

   Data on enrollments of women in vocational education programs in 1975 are available from the Planning Office of the Bureau of Occupational and Adult Education, U.S. Office of Education.

   Recent vocational education enrollment data are also described in Chapter II of *Learning a Living Across the Nation*, Volume 5, Part 1, published by Project Baseline, Northern Arizona University, Flagstaff, Arizona, in November, 1976.

3. An excellent review of research on sex stereotypes is contained in Chapter 6 of *Emerging Woman, Career Analysis and Outlooks*, edited by Samuel H. Osipow, and published in 1975 by the Charles E. Merrill Publishing Company, Columbus, Ohio.

4. For this package, information on laws and executive orders was drawn from the individual pieces of the legislation and orders as published, from the Congressional Hearings on Educational Amendments for the years 1972 through 1976, from the Bureau of Apprenticeship and Training and the Women's Bureau of the U.S. Department of Labor, and from the *Women's Rights Almanac of 1974*, published by the Elizabeth Cody Stanton Publishing Company, Bethesda, Maryland.

LEGISLATION ADDRESSING EQUAL OPPORTUNITY IN VOCATIONAL EDUCATION AND EMPLOYMENT

- PART I: A RATIONALE FOR EQUALITY OF OPPORTUNITY IN EMPLOYMENT, WITH IMPLICATIONS FOR VOCATIONAL EDUCATION

- PART II: BASIC FEATURES OF LEGISLATION ADDRESSING EQUAL OPPORTUNITY OBJECTIVES

PART I: A RATIONALE FOR EQUALITY OF OPPORTUNITY IN EMPLOYMENT, WITH IMPLICATIONS FOR VOCATIONAL EDUCATION

A. CHANGING SOCIAL AND ECONOMIC CONDITIONS UNDERSCORE THE FACT THAT THE NEED TO PROVIDE FOR SELF AND DEPENDENTS IS NOT LIMITED IN OUR SOCIETY TO MEMBERS OF ONE SEX

B. CHANGING SOCIAL AND ECONOMIC CONDITIONS UNDERSCORE THE IMPORTANCE OF VOCATIONAL EDUCATOR'S ROLE IN MEETING EQUAL OPPORTUNITY OBJECTIVES IN OUR SOCIETY

WOMEN IN THE LABOR FORCE

- MORE WOMEN ARE WORKING

  BUT . . .

- WOMEN ARE CONCENTRATED IN A FEW TRADITIONAL FIELDS

  AND . . .

- WOMEN ARE EARNING MUCH LESS THAN MEN

  AND . . .

- THE EARNINGS GAP BETWEEN MEN AND WOMEN IS WIDENING

INFLUENCES ON VOCATIONAL EDUCATION

- OCCUPATIONAL SEX-STEREOTYPING IN LABOR MARKET
- SEX-ROLE STEREOTYPING AMONG STUDENTS
- SEX STEREOTYPES AND BIASES HELD BY VOCATIONAL EDUCATORS

PART II: BASIC FEATURES OF LEGISLATION ADDRESSING EQUAL OPPORTUNITY OBJECTIVES

A. UNDERSTANDING OF EQUAL OPPORTUNITY LEGISLATION INCLUDES UNDERSTANDING OF NEED FOR LAW, LETTER OF THE LAW, AND SPIRIT OF THE LAW

B. LEGISLATION ADDRESSING BOTH EDUCATION AND EMPLOYMENT SHOULD BE OF CONCERN TO ALL VOCATIONAL EDUCATORS

C. IMPLICATIONS OF TITLE II OF THE EDUCATION AMENDMENTS OF 1976 MUST BE OF IMMEDIATE CONCERN TO VOCATIONAL EDUCATORS

LAWS AND EXECUTIVE ORDERS ADDRESSING EQUAL OPPORTUNITY

- Age Discrimination Employment Act
- Civil Rights Act of 1964, Title VII
- Education Amendments of 1972, Title IX
- Education Amendments of 1976, Title II
- Equal Pay Act of 1963
- Executive Order 11246, Amended by 11375
- Executive Order 11478
- National Labor Relations Act
- Regulations of the Bureau of Apprenticeship and Training
- Women's Educational Equity Act of 1974